ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (GRADUATE PROGRAM)

FACTORS AFFECTING ACADEMIC PERFORMANCE OF ORPHAN STUDENTS IN SELAM NUMBER 2 PRIMARY SCHOOL

BY
MEKURIA LEGESSE TESHOME

June, 2015
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Abstract

The purpose of this study was to identify the major factors affecting the academic performance of orphan students in Selam Number Two Primary School in Addis Ababa. More specifically, the study tried to look into the major problems in relation to the academic performance of orphan students in the school studied. So as to conduct this research, descriptive survey design was employed. The primary sources of data were 36 orphan students (chosen from Grades 5-8), 21 subject matter teachers, both two school administrators and 2 guardians, that were selected using simple random sampling, and purposive sampling techniques respectively. The collected data were analyzed quantitatively using percentage, frequency, mean and standard deviation. On the other hand, the qualitative data were associated with quantitative data. The findings of the study revealed that, most frequently, the teachers utilized lecture method of teaching in their classes, disciplinary problems, lack of classroom management, lack of effective assessment and feedback, low interest in teaching and poor teaching method were among the major problems observed in the sampled school. And these factors were reported to adversely affect the academic performances of the students. It was also found out that the support provided by principal and deputy director to resolve these problems were not sufficient. On top of that, the study also showed that educational facilities were not sufficient to materialize the effective teaching learning process in the class. By way of recommendation, the study called for better understanding about the students' low academic performances (possibly through action research); the need to make the necessary educational materials available; the provision of professional supports for teachers (that would enable them to use a more student centered approach); and for the principal and deputy director to equip them with the necessary skills to help them improve the academic performances of students.

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Acronyms

MOH	Ministry of Health
UNICEF	United Nations' International Children Emergency Fund
STUC	Selam Technical and Vocational College
UNAIDS	United Nations' Program on HIV and AIDS
HIV	Human Immune Virus
AIDS	Acquire Immune Deficiency Syndrome
TB	Tuberculosis
NGO	Non-Governmental Organization
KCTE	Kotebe College of Teachers' Education

TABLE OF CONTENT

PAGE

Abstract i

ACKNOWLEDGEMENTS ii

Acronyms iii

List of Tables vi

CHAPTER ONE 1

1.1. Background of the Study 1

1.2. Statement of the Problem 3

1.3. Objectives of the Study 4

1.3.1. General Objective 4

1.3.2. Specific Objectives of the Study 4

1.4. Research Questions 4

1.5. Significance of the Study 5

1.6. Delimitation of the Study 5

1.8. Organization of the Study 5

1.9. Definitions of Key Terms 6

CHAPTER TWO: LITERATURE REVIEW 7

2.1 Global and National Definition of Orphans 7

2.2. Orphan and HIV/ADS at National and Global Levels 8

2.3. Social Problems of Orphans 9

2.4. International and National Policy Perspectives 9

2.5. Structural Functionalist Theory and Orphans 10

2.6. Orphan Students and Educational Access 11

CHAPTER THREE: RESEARCH DESIGN ANDMETHODOLOGY 19

3.1 Research Design 19

3.2. Sources of Data 19

3.3. Sampling and Sampling Techniques 19

3.4. Data Collection Instruments 20

3.5. Method of Data Analysis 22

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA 24
4.1. Characteristics and background of the Respondents 24
4.1.1. Sex and age Profile of the Respondents 24
4.1.2. Respondents Classification by Educational Level and Marital Status 27
4.1.3. Service Years of the Respondents 29
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 42
5.1. Summary of the Findings 42
5.2. Conclusions 45
5.3. Recommendations 47
References 49
Appendixes

List of Tables

Page

Table 3.1: Population and Sample Distribution 20

Table 4.1: Sex and Age Distribution of the Respondents 25

Table 4.2: Educational Level and Marital Status of the Respondents 28

Table 4.3: Distribution of the Respondents by Work Experience school 29

Table 4.4: Teachers responses about the Major Factors Affecting the Academic performance 30

Table 4.5: Orphan Students Responses about the Major Factors Affecting the academic Performance 32

Table 4.6: Respondents of Teachers on Using Different Teaching Methods 34

Table 4.7: Student's Responses about Facilitating Mechanism of Teaching-Learning Process 36

Table 4.8: Teachers' Responses to the Possible Causes for the Major Academic Factors 38

Table 4.9: Student's Responses about Reducing Mechanism of Poor Academic Performance.. 40

CHAPTER ONE

Introduction

It consists of background of the study, stamen of the problem, purpose of the study, basic questions, significance of the study, delimitation of the study, organization of the study, limitation of the study and definitions of basic terms.

1.1. Background of the Study

The word orphan comes from Greek word. Orphan is a child permanently bereaved of or abandoned by his or her parents (Liddell and Scott, 2002). In a common usage, only a child who has lost both parents is called an Orphan. Adults can also be referred to as orphans or adult orphans. However, survivors who reached adulthood before their parents died are not normally addressed as orphan. Orphan is a term generally reserved for children whose parents have died while they are too young to support themselves (UNAIDS and UNICEF, 2002).

According to UNAIIDS's (2002) report, nearly 40% of countries that are suffering from a generalized AIDS epidemic have created many orphans. In the world, there are about 153,000,000 orphan children. Orphans are relatively rare in developed countries. According to the report of UNICEF/UNAIDS (2002), China has about 573,000 orphans below 18 years old. An estimated 650,000 orphan children at the age of 16 are also found in Russian orphanage. Among these orphans found in Russia, 40% of them are homeless; 20% are turned to crime. Moreover, street orphan children have a major presence in Latin America.

The problem of orphanage in Africa is also worrisome and it is mainly attributable to HIV/AIDS. The large number of African children already orphaned due to HIV/AIDS is only the beginning of crisis of extreme large proportion. Besides, UNICEF (2003) warns that the worst is yet to come. Eleven million African children have become orphaned, half of them are between the age of 10 and 14. The African countries that have large number of orphans are Botswana 15.1%, Lesotho 17% and Swaziland 15.9%. In these three countries and Zimbabwe, one among five children were estimated to be orphaned by 2010 and 80% were predicted to be losing their

parents due to HIV/AIDS (UNICEF, 2002). The percentage of orphan children in sub Saharan Africa would be significantly higher than any region in the world. 90% of African orphans are being cared by extended families (e.g., grandparents, aunts, uncles) because Africa has no national policies to address the needs of orphaned children (Bass, 2004).

As part of the sub-Saharan Africa, Ethiopia has also a huge problem related to orphanage. An eastern African country with a population of 82.8 million people, Ethiopia is the home of an estimated 4.6 million or 13% of children to be orphaned (UNICEF, 2004). Many of the orphan children in the country are reported to be living on the streets finding occasional care around churches and dropping in center places where they may or may not find any support they need and the number of children orphaned by HIV/AIDS are approximately 800,000 (UNICEF, 2002).

Thousands of orphan children that need to be supported are brought up by many orphanages in Addis Ababa. The orphanages bring up orphans together for caring in life, saving and loving environment, for example, Hope Chest's Partners is an orphanage that provides the orphaned children with medical, physical and educational facilities to meet their emotional and spiritual needs. Selam Children Village and Kidanemhret Children Home are some of the Non-governmental Organizations (NGOs) that provide such services in Addis Ababa.

As NGOs working on orphan children, the primary task of Selam Number One and Selam Number Two Children Villages is collecting orphans, saving their lives and thereby educating them. The villages are situated around Kotebe College of Teacher's Education (KCTE). Selam Number One Children Village and Number One Primary School were founded with 23 orphaned children by Tsehay Roshili in 1986. Tsehay Roshili is an Ethiopian with orphan background who lost both of her parents while she was a child. Then, Mr. David Roshili became her care-giver around old Airport in Addis Ababa during the period of 1969-1973. David Roshili was a Swiss who lived in Ethiopia during the reign of Emperor Hailesilassie I, but due to the political instabilities in the country following the '1974 Revolution', he went to Switzerland with Tsehay. While Tsehay was living in Switzerland, she observed the Ethiopian famine on television and she became very sad. As a result of this, she decided to come to Ethiopia and saw the famine in person and thus she tried to do what she could do to alleviate the problem. During her visit to

Ethiopia, she founded Selam Children Village. Currently, the organization has 93 orphans pursuing their studies in primary and secondary schools.

In 2004, David Roshili again came to Ethiopia, and then in consultation with Tsehay, he founded Selam Technical and Vocational College (STVC), Selam Number Two Children Village and Number Two Primary School with 27 orphans (12 girls and 15 boys). Currently, village Number Two has 55 orphans (31 girls and 24 boys).

Even though David Roshili died in 2008, the organization is still operating despite facing some problems. After his death, a lot of problems occurred in Selam Number Two Primary School. For example, the academic performance of the orphans has deteriorated from time to time. Other problems include students' aggressive behaviors, disinterest towards learning, disciplinary problems both inside and outside classes, and lack of disrespect to guardians. Academic performance refers to how well a student is accomplishing his/her tasks and studies, but there are a number of factors that determine the level and quality of student's academic performance. Tsehay Roshili is still alive and she oversees the operations of the two villages. However, she has not been able to work as hard as her guardian David Roshili did due to her disability(SCVM agazine ed, 2004).

1.2. Statement of the Problem

Orphans suffer a double tragedy of losing their parents and missing social services such as health and education which are critical to their survival (Bicego et al, 2003). Recent data from UNICEF suggest that there are around23 million orphans in Africa, many of them are a result of the global epidemic HIV/AIDS (UNICEF, 2008). In the case of Ethiopia, during a national's survey on the health of school children in the country, a substantial number of children have been reported that they had lost one or both parents (Hall et al. 2008).

According to the Federal Ministry of Health (MOH, 2005), Ethiopia has 4.6 million orphaned children. In principle, all orphan children (as any normal children) are supposed to have physical, material, educational, intellectual and psychological needs, but this cannot be accommodated all

orphans in Ethiopia. In a research conducted in 2004 about the problem of AIDS female orphans in Diredawa town, Mesifin Tesfaye (2004) reported the following as the most serious problems encountered: shortage of food, lack of shelter and money, discrimination and stigmatization.

Though other many researchers also conducted research about orphan students, all they limited to some specific areas like Mesfin Tesfaye. From this point of view the researcher believed that there are factors affecting academic performance of students is really exist in Ethiopia. Hence it is important to create conducive environment adapted with convenient teaching methods to enhance low academic achievement, therefore the researcher may focused study on the major factors affecting academic performance of orphan students with particular emphasis on challenges related to methodologies employed, management system, interest of teaching – learning process, existence of adequate resources, feedback and assessment techniques, career structure of school salary and condition of discipline in the study site. Since the area of this study is different from the areas studied before in different situation, so the researcher believed that this study would fill the gap in Selam number 2 primary school.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of the study was to investigate factors affecting the academic performance of orphan students in Selam Number 2 Primary School.

1.3.2. Specific Objectives of the Study

Specifically, the objectives of the study were to:

- To provide a possible solutions for the low academic performance of orphan students.
- Identify the major factors affecting the academic performance of the orphan students in the school.
- Distinguish the role of school administrators, teachers and guardians in tackling poor academic achievement of the orphan students in the school.

1.4. Research Questions

In order to achieve the objectives stated above, the following questions were answered in the study:

1. What are the major problems that the orphan students faced in the school under study?
2. What are the possible methods that measure to improve the low academic achievement of orphan students?
3. What roles have been played by the school administrators, teachers and guardians in order to overcome the poor academic performance of the orphan students?

1.5. Significance of the Study

This study is believed to have some significances. To start with, it may give some insights to teachers, guardians or supervisors who want to know about the current condition of orphans in Selam Number Two Primary School and provide some suggestions so as to minimize the problems that the orphan students faced. Moreover, this study is expected to give some ideas for researchers who may wish to conduct studies on related areas of interests in a very detailed manner.

1.6. Delimitation of the Study

This study was conducted in Selam Number Two Primary School with the assumption of identifying the causes of the problems that the orphan students faced in the school. This in turn will be helpful to tackle the problems at higher level.

1.7. Limitation of the study

During caring out this study the researcher was not believe that totally free from some sort of limitation, some of the major problems that faced were shortage of time, financial problem and lack written documents to get the real information.

1.8. Organization of the Study

This thesis has been organized into five chapters. The first chapter deals with the background of the study, statement of the problems, and significance of the study, definition of the key term as

well as the limitation and the delimitation of the study. Chapter two covers review of related literature which consists of basic conceptual explanations and previous research findings about the problems of orphan children. Chapter three comprises of the methods and procedures of the study. Included in chapter four are the presentation, analysis and discussion of the findings. Finally, chapter five contains the summary of findings, conclusions and recommendations forwarded that would reduce factors affecting academic performance of orphan students at school in general in Selam Number Two Primary School in particular.

1.9. Definitions of Key Terms

Orphanage: a home for children whose parents are dead Ansell (2004).

Orphan: are those only applicable to a child who has no parents and no substitutes care giver (Meintjes and Bray, 2006).

Discipline problem: loosely to use to a person who acts disruptively in the normal situations (Chazzan, 1994).

Primary school: a public or private school providing instructions on the level of primary education (Livinus, 2008).

CHAPTER TWO: LITERATURE REVIEW

2.1 Global and National Definition of Orphans

Definitions of the term orphan varies from the given cultural and socio-economic contexts of one country to another. In their joint publication entitled *Children on the Brink*: *UNICEF and UNAIDS* (2002), they have categorized orphans into four: maternal orphans, orphans who are children under the age of 18 whose mothers and perhaps fathers have died; paternal orphans, orphans who are children under the age of 18 whose fathers and perhaps mothers have died; double orphan , children who are under the age of 18 whose both parents have died, and total orphans, children who are under the age of 18 whose mothers or fathers or both have died. For Ennew (2005), orphan children are parentless children who are socially and materially dependent on the wider society for their safe passage through childhood. According to Meintjes and Bray (2006), the term orphan is only applicable to a child who has no biological parents and no substitutes or who has lost sight of their presence. In this study, orphan means a child below the age of 18 years who has lost both parents due to different factors and remained without extended family.

Based on National and International Interactions of Orphans and Societies, orphan hood is not a new phenomenon, ensuring the care and protection of parentless children that depends to alarge extent on the relative development of governance structure, availability of resources, attitudes of different stakeholders and the social construction of orphan hood. Ennew (2005) argues that, throughout the 'Western History', orphans have played a pivotal role in two domains: mythology and social welfare provisions. These are related to culture, politics of development as well as the ideology of nation state, for which orphans children fulfill multiple narrative roles. Therefore, in 'modernity' and 'post modernity', orphans have been necessary to the social construction of nation states across the world.

However, some institutions failed to provide the full package of supporting services and they have only weak referral links with other resource organization. Social support system can be formal or informal for support systems. Formal support system is a predetermined manner through planed and standardized process of application set time to manage orphaned by qualified

providers. In contrast, informal support is provided by family members, friends, neighbors, ethnic groups or clubs. It is often mutual support and relatively free from stigma. It can be provided by community but it needs formal support system. Since it is not planned, not experienced, it may be founded quickly in response to family crisis (Backler and Manner, 2001).

2.2. Orphan and HIV/ADS at National and Global Levels

The number of orphans in the world today is not clearly known. Currently, however, it is estimated that there are about 201 million orphans. The majority of these are found in Asia in which there are about 60 million, secondly in Mexico and Africa (Bar Association of San Francisco: BASF, 2012).Worldwide, it has been estimated that more than 17.9 million children under 18 have been orphaned by HIV/AIDS and 14.8 million of those orphan children live in Africa (UNICEF, 2010). Ethiopia is a home to 4.6 million orphans that is close to 13% of the total population. Out of these, an estimated 2.2 million people or 6.6 percent of the population are living with HIV in Ethiopia making them vulnerable to life on streets and dangers of human trafficking (MOH, 2002). HIV/AIDS has become the leading cause of death in the very productive societies (MOLSA, 2003). Sub Saharan African countries, with only 10% of the total world population but 67% of world HIV infected people found in it(UNAIDS and WHO, 2009).

On top of such socio economic crisis and unfavorable situation in African countries, the current HIV/AIDS pandemic has made 20 million grandparents to be care-givers for 8 million AIDS orphan and grandchildren but most African families confronted complex problems such as financial stress, lack of supporting health services, community discrimination and stigma (MOLSA, 2004).Various studies such as identifying the families as the first line of response in mitigating the HIV/AIDS impact on orphan children (UNAIDS, 2001). Other studies show that most sub Saharan African countries revealed that extended families carry responsibilities for 90%of orphan children under considerable economic and social pressures by the continued increase in number of orphans(UNAIDS and UNICEF, 2004).

Ethiopia, like the other sub- Saharan African countries, is one of the poorest nations in the world and its economic is not in a position to support such a large number of orphans with a per capital

income, which is less than one US dollar per day. Thus, extended families have been finding it very difficult to meet their own needs (Machellan, 2005).

2.3. Social Problems of Orphans

According to the national survey report (MOLSA and UNICEF, 2003), orphan children faced a number of social problems such as discrimination, sexual abuse, negligence and labor exploitation by their relatives and neighbors. Orphan children growing up with extended families faced challenges and deprivations such as lack of getting food, home, money, serious threats to their education because of poverty, higher risk of being sexual abuse by relatives, child labor and more likely hood of pursuing life on the streets (Nielson, 2004). Studies show that orphan children in Rwanda are voiceless, unable to play a part in the society as a whole and believe that they are powerless to change their fate. They feel excluded from the communities which neither acknowledge nor fill their needs for love, sanctuary and recognition(Machellan, 2005).

Likewise, different literature show children who live in difficult circumstancesin Ethiopia. Hence, orphan and vulnerable children are more likely to be facing multifaceted social, economical, legal and psychological problems compared to other children (MOLSA, 2004). According to Sc/Sweden (2003:7), study on HIV/AIDS orphans in Addis Ababa, the orphaned children faced different abuses such as physical violence, sexual violence, dismissal from home and verbal abuse by their relatives, care-givers and neighbors.

Therefore, lack of social protection increase the vulnerability of orphans to abuse and risk of exploitation. These forced them to live on the streets, may turn to prostitution and led them to commit crime as a means of survival (Dennis, M. et al. 2002:9). The above problems show that low awareness level of societies have led the orphans to many problems such as poor academic performance in this competitive contemporary world.

2.4. International and National Policy Perspectives

The issues of orphans and children without parental care have been recognized as major concerns at national and international level. The UN Convention on the Right of Child (1989) and African Charter on the Right and Welfare of the Child (1991) are the international and

regional human right treaties which have a comparative set of guidelines for the provision of basic necessities, education, health care and protection from all forms of abuse. Convention on the Right of the Child and African Charter on the Right and Welfare of the Child have emphasized that government should have the primary responsibility for protecting, preparing and supporting orphan children (MOLSA, 1996).

The Transitional Government of Ethiopia endorsed and ratified the UN Convention on the Right of the Child (CRC) on the 9th of December 1989 and African Charter on the Right and Welfare of the Child (ACRWC) on 2nd of October 1991. Both documents advanced the importance of orphan children care shelter, nutrition, education and various models that provide these basic needs for children of all ages (MOLSA, 2004).

The Constitution of the Federal Democratic Republic of Ethiopia (1995) obliges the state to accord especial protection to orphans and encourage the establishment of institutions, which ensure and promote their adoption and education. Proclamation number 5.1.8.conditions that will enable orphanage and abandoned children to get assistances they may need to have and eventually be self sufficient. According to the study undertaken by family health institution(2001) in Addis Ababa, there are around 19 organizations in Ethiopia which provide supports for orphan children and other vulnerable children, yet some organizations do not provide all types of support properly.

2.5. Structural Functionalist Theory and Orphans

The functional perspective focuses on the way in which the families gratify the needs of their members and contribute to the social stability. Families have six paramount functions namely production, protection, socialization, regulation of social behavior, affection and companionship. Among these functions protection, socialization, affection and companionship have direct influence on children development (Chafer, 2006).

The structural functional perspective gives emphasis on how the different roles that make the family unit functional maintain the family and ensure society's continuity. Bale and Parson (1955), who are the leading proponents of the structural functional perspective, tried to

categorize the role of the family member in one family and how the absence of one parent, who is important to carry out the identified role for the sustainability of the family. Adult family tasks are best accomplished when spouse (married) carry out distinct and specialized roles such as instrumental roles that provide food and shelter, and expressive roles that provide emotional supports for families, both roles sustain the family unit. Anything that interferes with these family tasks has been considered as dysfunctional because it jeopardizes the smooth function of the groups (Benokraitis, 2002:31).

From the above insights, one can confirm that this theory gives more emphasize on keeping the stability of the society through the stated roles(functions) of the family on its members and how the existing system of extended family, community and guardians in NGOs affect directly or indirectly the life and academic status of orphan children.

2.6. Orphan Students and Educational Access

Most of orphans' studies are suffering from their drop out from school, due to burden and lack of security. UNICEF (2004) reviewed the effect of orphaning and child labor on schooling in twenty sub- Saharan African countries. In most of these countries, orphan children whose ages range from 5 to 14 were less likely to be in school and more likely to be working more than 40 hours a week.

According to Coombe (2001:12), the enrolment of orphan children forced to drop out or be regularly absent from school. Enrolment retention, transition and competition rates at all educational levels are expected to fall as a direct result of the pandemic which lead to lack of resources, low level of literacy and dysfunctional behaviors. Studies in Uganda have shown that the chance of orphan children going to school is reduced by halves due to the death of one or both parents and this causes psychological trauma, which negatively affect their school performance (UNAIDS, 2001:20). Based on Human Right Watch (HRW, 2001: 2-20), among HIV/AIDS orphans interviewed and reported in Kenya, some were able to stay at home after a parent had become ill with AIDS while some were subject to abuse. As a result of this, they could not concentrate on their leanings in classes because they are worried about the condition of current and future life (UNAIDS, 2001:30).

All sensible observers agree that parent death has an adverse effect on surviving children such as negative effect on school(UNAIDS, 2000).Children who have lost their parents due to AIDS faced a problem in relation to the children's school like not being able to attend their classes. Mothers are the prime care-givers to children, if passed away and leave their children alone, their survival would be threatened. As a result, some of educational challenges were observed such as decline in schooling enrolment, increase in dropout, gradual increase in absenteeism. As a study showed dropout preliminary results in Tanzania, death of adult increased lower enrolment and orphans labor exploitation (UNICEF and UNAIDS, 2002).

The orphan problem in Brazil, China, Russia and throughout Africa is the consequence deep seated poverty and inequality, but it is also amplified by inappropriate global 'do not-driven' policies and programs that waste crucial resources at the expense of children's wellbeing. A study was conducted in collaboration with World Bank (2002) on adult death and child schooling in the Keg Era region of north western Tanzania. Out of the children aged 7 to19 years, total of 1,897 samples were selected to investigate their enrolment and school attendance and about half of the adult death was caused by HIV/AIDS. Besides, in Cameroon, Zambia, Swaziland, Kenya and other sub-Saharan Africa countries , a study revealed that HIV/AIDS pandemic results in economic deterioration by 25 percent over a 20 years(Gachuhic, 1999).More than 115 million children aged 6 to 12 are out of schools in developing countries out of which two- third of them are girls. By 2015, a total of 191 countries in the world are estimated to be unable to achieve primary education, of which 31 are among the 55 countries, which are severely affected by HIV/AIDS (World Bank, 2002).

Schools can play a crucial role in improving the prospects of children orphaned due to different reasons and in securing their futures. A good school education can give children higher self-esteem, better job prospects and economic independence but there were a substantial decrease in primary school participation following for those children whose mother died or who had a low baseline academic performance (Evans and Miguel, 2007).

Case, Pason and Ableidinger (2004) employed 19 demographic and health surveys (DHS) collected across ten sub-Saharan African countries between 1992 -2000 to estimate the impact of

parent death on school enrolment by comparing orphan and non-orphan children in the households that take in orphans. They found out that orphans were significantly less likely to be enrolled in school than non-orphans, even within the same households. Similarly, another study on rural Zimbabwe found no difference between orphans and non-orphans in primary school completion rates, although maternal orphans were less likely to complete primary school education than non-orphans (Nya Mukapa and Greg Son, 2008).

Moreover, Ainsworth and Filmer (2002) argue that there is a great deal of heterogeneity across countries in the effect of orphan hood on schooling while in some countries orphans are more likely to be in school than non-orphans. The largest effect was for double orphans who were 10-30% less likely to go to school than the children with whom they live. Double orphans were more likely to be disadvantaged in school attendance compared with single orphans (Monsoon and Boerma, 2004). Most importantly, according to the survey on HIV/AIDS orphan children in Ethiopia, 74% of AIDS orphans live with their maternal or paternal while about 20% lives with relatives. Out of these, only six percent has been schooled (MOLSA, 2003). Another study on orphan in Addis Ababa by SC/ Sweden (2003:7) revealed that 51% were not enrolled in any school at the time of the survey.

2.7 Factors Affecting Academic Performance

In terms of academic performance all international students are reviewed to determine which students meet minimum admission requirements and have the strongest over all academic background. In selection students for admission, the university considers the overall academic record, the rigor of a students curriculum, the education where the student has studied, test scores, personal achievements, educational goals, academic preparation, special talents, personal background as seen through the personal statement. Carpenter (2006). Some of the factors that affect the academic performance were as follow.

2.7.1 Lack of School Adequate Resource

Materially, the physical environment of the school should be available. Regarding a physical environment of the school Yeager (1994) suggested that the site should be assure with adequate illumination, sanitation, toilet, library, laboratory and other facilities. Lack of these physical

factors has direct and indirect influences contributing for poor academic performance. Therefore one can realize that the physical condition of the school can be the cause for low academic performance.

2.7.2 The Inappropriate Teaching Methods

Carpenter (2006) stated that teaching method is the process of discovering what students are thinking, that provide opportunities for students to examine and correct possible misconceptions and provide situations that invite students to expand their thinking and building new knowledge enhanced by the students' active participation in guide and authentic exercise. The teachers can set a stage for serious students academic performance in the classroom.

Desta (2001) explained that lecture method is related to the teacher centered approaches and problem solving method is related to students centered approach. The student centered approach gives a due emphasis to the students to be an actor in learning and searching. In support of this idea. Reece and Stephen Walker (1994), stated the lecture method is accepted in universities and higher education as a part of learning experience where large groups are conveniently brought to gather in the initial state of subject to motivate their subsequent learning by other means (Seminar, Tutorial and individual learning). Therefore, lecture method used for recall facts, but students centered method produced higher level comprehension (Carpenter 92006). From the above one can deduced that the effort teachers ability to use teaching method has been negative or positive impact on students academic preparation.

2.7.3 Lack of Good Counseling and Guidance Service

Guidance and counseling service often provides psychological advice and maintaining good discipline in the school. Maintaining discipline is not essential only for institutions but for every people to interact smoothly so as to fulfill their common interest and to achieve their objectives.
To strengthen this, Stoops (1981) states discipline is one of the major concerns in education for teachers, parents, students and public who directly or indirectly participate in education discipline is one is of the concern in the school. Guidance and counseling plays important role in assessment of students' academic achievement and rearrange disruptive behavior of students. Kate and Larraine (1994) explained that guidance and counseling service as away of integration,

is valuable to help students to overcome deep- seated academic problems in their study or help them to overcome lack of responsibility and empathy with others. Hence the main purpose of counseling and guidance service should be helping students to become more self confident and direct them to understand the ongoing situation.

2.7.4 Absence of Good Feedback and Assessment Techniques

Regular constructive of feedback and assessments are very important to the learning process. (Shamim et al, 2007) stated that feedback and assessment helps for both learners and teachers motivation the development of understanding and identify areas where further work is needed to dispel misconception or consolidate learning he also differentiate the two terms based on their purpose.

Assessment usually refers to more formal ways of evaluating students' progress and academic achievement and linked to the awarding of grades. In contrast, feedback provides more informal but more regular monitoring throughout the learning process. However, lack of adequate assessment and feedback cause low academic performance of the learners.

2.7.5 Poor Utilization of Teaching Aids

Lack of availability and utilization of instructional medias influence the teaching- learning process which cause low academic performance of the students.

Heinich et al (1996) described instructional materials as a tools used for engaging students powerfully in the learning process and stated that the availability and adequacy of instructional materials promotes students academic performance in the schools while, their inadequacy affects the academic achievement negatively and create poor learning environment.

2.8 Institutional Care

The traditional welfare provision for orphans outside families and the kinship system has been containment in institutions, largely financed through charitable donations (Ennew 2005). The level and quality of care provided in institutions differs from one institution to another, depending on the type of internal organization (family based or conventional dormitories), the

size of the family or other internal unit, internal equipment, the number of qualified staff, the working hours of care givers and the type of relationship they have with the children, management style, the overall atmosphere within the institution and financial resources (Cahajic et al, 2003). Although institutions are considered to be the last resort for the care of parentless children, they have a role to play in short term, emergency placements for sibling groups (Sanou et al, 2009) and for children who may be too traumatized to be able to fit easily into a substitute family (Cahajic et al, 2003). In addition, although professionals argue that children would rather live in families and home like environments, the adoption of older children may be difficult, which limits the alternatives available for providing more children with family care.

Perhaps an excellent example of institutional care for orphans where the strategy has been 'exported' from the west to the rest of the world is that of SOS children's villages. SOS children's villages is an international, nonprofit organization, with independent funding from charitable donations. The first SOS children' village was built in the Austrian town of in 1944. Hermann Germinar, the founder, believed that traditional orphanages did not provide opportunities for the proper care and development of orphaned and homeless European children at the end of the Second World War. The underlying principles of SOS children's villages are conceptualized as the 'four pillars of the organization': 1. The 'village' in which orphan and/or destitute boys and girls can live together as 2) 'brothers and sisters' in 3) a 'family like environment' with the care of 4) a 'mother' (SOS international 2009). Each village consists of a cluster of households (usually 10 to 15) in which orphans are placed under the care of an SOS mother, who acts as a substitute for the children's natural parents and who is supported by another non-professional woman, called the 'autie'. The original philosophy has led to wide replication of the project as a 'global model' elsewhere. At present, SOS children's villages exist in 132 countries in all continents (SOS international 2009).

SOS children's villages accept healthy children between birth and ten years of age. Admission into the village involves rigorous procedures involving social workers and health professionals who verify the children's physical and mental well –being. This has raised numerous ethical questions about the selection strategies of the villages, especially in the context of HIV and AIDS (Abebe 2002). Finance for each family is provided throughout a monthly budget for which

the SOS mother is responsible. In most cases, mothers are employed after completing a basic training in parenting skills. Although placement in an SOS village is long term and in principle mothers are committed to staying in the village for life (Cahajic et al, 2003), some leave once they have established their own families (Abebe 2002). Children of both genders are accepted, and siblings are not separated. When boys reach the age of 14, they begin to live in a separate youth hostels until they reach the age of 18. After this they are expected to be employed and independent, but SOS children's villages international provides lifelong support. Older children are informed that their SOS mother is not their biological mother, and younger children are given this information when it is believed they are old enough to understand it. Any contact between SOS children and their biological kin is established through cooperation between the SOS village and the relevant center of social work. (Cahajic et al, 2003)

One advantage that SOS children's villages have over traditional orphanages is that they provide health, school and early childhood development services which are shared with local communities, so that the children may be better integrated into community life (Cahajic etal, 2003; Abebe 2002). However, SOS villages are often criticized as lacking a male role model (Ennew 2003)> although the director is usually male and there are some visiting male specialists, it may not sufficient to claim that the children have enough opportunity to interact with male members of the community. A study of institutional care of orphans in Bosnia and Herzegovina (Chajic et al 2003) reveals that the children's developmental and emotional needs are not met, that institutions limit the children's potential and that there is almost no provision for the time when children become 'too old' for institutional care. Children may not adjust to the change in their lives, to the extent that they deny the reality of their loss of family life, and their emotional needs fail to be met. (Cahajic et al. 2003)

The villages are highly bureaucratic and internationally governed. The female headed clusters of houses around the family of a male director is not at base even a facsimile of either family or community care, nor is the separation of young teenagers into youth houses (although this coincidentally mirrors some pre industrial society forms of organization). Many modern orphanages also organize children in two gender, multi age family groups, often with both mother and father figures, and retain children in these groups until the age of 18 years or older.

The villages are well founded, the houses well built, mothers receive training and services excellent, usually surpassing any others in a country. However in many cases the villages operate outside state supervision, which … is the case with many other orphan facilities."

There is a paucity of research on the outcomes of SOS village care. However, one comparative study that explored the well being of working street children (living with their parents) and orphans in SOS chidrlen's villages in Ethiopia reveals an interesting result (Abebe 2002). It shows that, whereas children in SOS villages seem to be secure in terms of housing, nutrition and access to education, they fare less in terms of peer interaction and social capital compared to their counterparts. Many working street children have the social and material capacity to be active contributors to the livelihoods of their families and have relatively better sociability than children in SOS villages. The children in the villages are also isolated, have fewer social skills and seem unprepared to cope with life when they come of age and leave the villages as adults. In addition, although it is claimed that the villages are 'happy childhood islands', the western standard houses and compounds have paradoxically amplifies social inequalities in communities that are ravaged by poverty, AIDS and destitution (Abebe 2002).

Therefore, according to the problems and insights discussed so far in this chapter, there are big and challenging home works for governments of these poor countries to fight the competing problems. Accordingly, the purpose of this study was to examine the major factors that affect academic performance of orphans students in Selam Number Two Primary School by comparing and contrasting with the problems identified by the related studies incorporated in this chapter in order to investigate the major factors influencing the academic performance of orphans in the school under study.

CHAPTER THREE: RESEARCH DESIGN ANDMETHODOLOGY

3.1 Research Design

The purpose of the study was to investigate factors that affect the academic performance of orphan Students in Selam Number Two Primary School. Descriptive survey research design was employed, because this method is appropriate to obtain current and relevant information from a relatively large number of respondents (Cresswell, 2003). Furthermore, the methods help to identify opinions, suggestions and comments pertaining to the issue understudy.

3.2. Sources of Data

The necessary data for the study were obtained from primary as well as secondary sources. The primary source for this study included: teachers, orphan students, the deputy director, the principal and guardians in Selam Number Two Primary School.

The selection of these participants as a source of data was based on the expectations that they would have better information and experience with respect to the topic of the study. Secondary source (document analysis) refers to the published and unpublished sources that are available in the village or school guardians, profiles of homeroom teachers and day to day records of the administrators. The secondary sources comprise of the government policies and relevant documents (Kothari, 2004). Hence, the researcher made use of the primary and secondary resources mentioned above in order to investigate and examine the issue under study.

3.3. Sampling and Sampling Techniques

Sampling is the process by which a relatively small number of individuals are selected and analyzed in order to find out something about the entire population from which it was selected. It helps to reduce expenditure, save time and energy (Lokesh Koul, 2009). Due to the depth of the problem, the data for the study were obtained from 69.3% of the total study population. More specifically, primary data for this study were collected from 36 orphan students, 21 subject matter teachers, two guardians, a deputy director and principal in Selam Number Two Primary School. This is shown hereunder in table 3.1:

Table 3.1: Population and Sample Distribution

No	Participants	Population	Sample
1	Deputy director	1	1
2	Principal	1	1
3	Subject Matter Teachers	26	21
4	Orphan students	55	36 (nine from each class)
5	Guardians	5	2
Total		88	61

Concerning the sampling techniques and procedures, the researcher selected 21 subject matter teachers (80.7%) out of the total 26 teachers and 36 orphan students (65%) out of the total 55 orphan students who have poor academic achievement in their final records were selected using simple random sampling. By using purposive sampling techniques, two guardians were selected out of the five guardians. This was done deliberately because the two guardians themselves were orphaned students in the past Thus, they were chosen by the researcher holding a belief that they would provide rich data based on their experiences. Finally, again purposive sampling technique was used to select the deputy director and principal of the school.

3.4. Data Collection Instruments

Questionnaire, semi structured interviews, documentary sources were employed in order to gather necessary and relevant data. Items of the questionnaire and interviews were prepared in English language but it is their Amharic translations that were used to collect the necessary data.

A. Questionnaire

In this study, two sets of questionnaires (one for the orphan students and another for the teachers) were prepared by the researcher. Then the questionnaires were administered to teachers consisted of 27 items (for details, see Appendix), the students' questionnaire had 24 items (for details, see Appendix).

Scoring the Likert Scale

Likert scales are commonly used to measure attitudes, providing a range of responses to a given positive or negative question (statements). Positive questions (statements) should be objective statements which are acceptable to those having the attitude and just as unacceptable to those not having it. While negative questions should be objective statements which are acceptable to those not having the attitude and just as unacceptable to those not having it. The points given for each response depend on whether the statement is positive or negative to the proposed issues. A respondent who "strongly agrees" with the given statement gets the maximum points, whereas one who "strongly disagrees" with the given statement gets the minimum points(William R. Yount, 2006).

Hence, the researcher used four-five point Likert scales in the closed ended questionnaires. In this study, Likert scales were used to identify the cause of major academic problems and to identify the major academic problems in the study site.

B. Interview

Interview is one of the commonly used instruments for collecting data. According to some researchers such as Kothari(2006) and Kool (2006), Interview is a method of data collection through oral communication. In this study, more systematic in-depth interviews were conducted with two categories of informants: the two administrators (the principal and his deputy) and two guardians. Each interview was conducted individually using an interview guide designed for each category of the informants. The researcher concurrently made notes that were rewritten and associated with the quantitative data collected from the students and teachers.

C. Documents Analysis

Document analysis is a useful method to investigate decision making and strategic planning. In this study, the researcher used currently useful documents from teachers, school administrators and guardians about the orphan student's academic achievements that included mark lists, rosters and village portfolios.

D. Pilot Test

Pilot test had been conducted before the questionnaires were administered to the sample population. The purpose of the pilot test was to check the validity and reliability of the items included in both questionnaires. In this study, all of the items were distributed to 15 orphan children and three teachers in Worldwide Orphan Academy from grade five to eight, which is found around civil service in Yeka Sub-city. As the result of the pilot test, the 4th item of the students' questionnaire was found to be unclear and ungrammatical and thus it was corrected. The revision was made because most of the students who participated in the pilot test asked how to complete while filing the questionnaire. Accordingly, item number six was almost changed since it was ambiguous.

3.4.1. Procedures of Data Collection

Before administering the questionnaires to examine the major factors affecting the academic performance of orphan the students in the school investigated, the researcher had primarily conducted pilot test having two English teachers to check the quality of the Amharic translation. The corrected English questionnaires and their Amharic equivalents were presented to advisor. Following that, questionnaires were revised according to the feedbacks obtained. Finally, the questionnaires were distributed by the researcher to 57 respondents on their break time. Moreover, the researcher planned to use interview for the principal, deputy director and two guardians. Accordingly, the most items were efficiency filled and returned, but few were filed carelessly.

3.5. Method of Data Analysis

Data analysis refers to the method by which data collected through one or more data collecting instruments have been properly edited and then organized in the form of tables and analyzed by applying various well defined statistical formula based on the computation of various percentage, derivatives, coefficients etc(Kothari, 2004).

The quantitative raw data collected from the respondents were organized and framed systematically and then put in the tables based on the similarities of issues raised in the questionnaire. The data analysis and interpretation were carried out using frequency, percentage,

mean and standard deviation, associated the collected data from the interviewed data and integrated in the analysis with the quantitative data based on their similarities and relevancies. Moreover, data taken from documents, open-ended questionnaires and documents formed part of the qualitative data analysis in the form of narration.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter, it has been attempted to systematically present analyze and interpret the data. The first part presents the characteristics and the background of the sample population involved in the study. The second part deals with the analysis and interpretation of data obtained from the responses of the respondents through questionnaires and interviews.

4.1. Characteristics and background of the Respondents

The characteristics and background of the respondents were examined in terms of sex, age, educational level, marital status and work experience of the respondents.

4.1.1. Sex and age Profile of the Respondents

Gender and age distribution has its own contribution to the identification of academic challenges in this school. This is because the experiences of the respondents, especially the teachers' experiences of dealing with orphan students, have vital roles in order to identify the factors affecting the academic performances of the orphan children in the school under investigation.

Table 4.1: Sex and Age Distribution of the Respondents

The Respondents	Sex		Age in years									Total	
		Total		8-18		19-25		26-35		>36			
		No	%	No	%	No	%	No	%	No	%	No	%
Subject matter teachers	Male	13	62	-	-	1	5	7	33	5	24	13	62
	Female	8	38	-	-	1	5	5	24	2	10	8	38
	Total	21	100	-	-	2	10	12	57	7	34	21	100
Orphan students	Male	17	47	16	44	1	3	-	-	-	-	17	47
	Female	19	53	17	47	2	6	-	-	-	-	19	53
	Total	36	100	33	92	3	8	-	-	-	-	36	100
Guardians	Male	1	50	-	-	-	-	1	50	-	-	1	50
	Female	1	50	-	-	-	-	1	50	-	-	1	50
	Total	2	100	-	-	-	-	2	100	-	-	20	100
School administrators (deputy director and principal)	Male	2	100	-	-	-	-	-	-	2	100	2	100
	Female	-	-	-	-	-	-	-	-	-	-	-	-
	Total	2	100	-	-	-	-	-	-	2	100	2	100
Total	Male	33	54	16	26	2	3	8	13	7	12	33	54
	Female	28	46	17	28	3	6	5	8	2	3	28	46
	Total	61	100	33	54	5	8	3	22	9	15	60	100

As presented in Table 2, out of the total respondents, 33(54%) were male respondents, while the remaining 28 (46%) were female. In the case of subject matter teachers, 13 (62%) of them were male and 8 (38%) were female. With respect to orphan students, while 17 of them(47%) were male,19(53%) of them were female. Both school administrators (deputy director and principal) were males. The only group that has gender balance is that of the guardians: one is male and the other is female.

Among subject matter teachers: 62% male versus 28% female. Worse than that was the overrepresentation of the male in the administration position for the fact that both the principal and his deputy are male. Though not with a comparable proportion, male orphan students outnumber their female counterparts (54% versus 46%). One might argue that the imbalance may disfavor the female students in creating a certain feeling that the village is a kind of men's world. Regarding the ages of the respondents, out of the total21teacher respondents, 7 (33%) of them were between the age range of 26 to 35, while 5% were in the age range of 16 to 25 and 24% were above the age of 36 years. Thus, all the teacher respondents were matured enough in order to extract relevant information about the academic challenges that the orphan faced. As to the ages of the orphan students, 16(44%) of them were male while 17(47%) were female and both sexes were in the age range of 8 to18 years while three respondents (8%) were in between 19 and 25. In the case of guardians, both were in the age range of 26 to 35. Regarding that of school administrators, both respondents were above 36.

Hence, despite the differences in age and experience, all of the respondents were significant for this study so long as they could share the researcher relevant information in order to assess the issues under investigation. In other words, based on the above age range analysis, one could safely say that the respondents provided enough knowledge and information about the the major academic challenges that the orphan students are facing in the school under study.

4.1.2. Respondents Classification by Educational Level and Marital Status

The respondents were asked to give information about their educational levels and marital status. Accordingly, the information they provided regarding their educational levels and marital status has been presented in Table 3 below.

Table 4.2: Educational Levels and Marital Status of the Respondents

Respondents	Educational Level of the Respondents											Total	
	Marital Status			Grade 5-6		Grade 7-8		Diploma		Degree and above			
		No	%	No	%	No	%	No	%	No	%	No	%
Subject matter teachers	Married	10	47.6	-	-	-	-	3	14	7	33	10	48
	Single	8	38.1	-	-	-	-	3	14	5	24	8	38
	Divorced	3	14.3	-	-	-	-	2	10	1	5	3	14
	Total	21	100	-	-	-	-	8	38	13	62	21	100
Administrators (deputy director and principal)	Married	2	100	-	-	-	-	-	-	2	100	2	100
	Single	-	-	-	-	-	-	-	-				
	Divorced	-	-	-	-	-	-	-	-	2	100	2	100
	Total	2	100	-	-	-	-	-	-	2	100	2	100
Guardians (care givers)	Married	2	-	-	-	-	-	-	-	-	-	-	-
	Single	-	-	-	-	-	-	-	-	-	-	-	-
	Divorced	-	-	-	-	-	-	-	-	-	-	-	-
	Total	2	100	-	-	-	-	-	-	2	100	2	100
Total	Married	14	23	-	-	-	-	3	5	11	18	14	23
	Single	8	29.5	-	-	-	-	3	5	5	8	8	29.5
	Divorced	3	5					2	3.3	1	2	3	5
	Total	61	100	18	30	18	30	8	13	17	28	61	100

As indicated in Table 3, out of the total 36 orphans respondents, 18 of them representing 50% were grade 5 and 6 while the rest 18 (50%) were grade 7 and 8. The section that asked the respondents "single or married" was not included in the students' questionnaire for the fact that asking the orphan children such sort of question was both unnecessary and unethical. In the case of subject matter teachers, 8(38%) and 13(62%) were college diploma holders and degree holders respectively. Both administrators of the school and the guardians were degree holders. This indicates that most teachers, both school administrators and both guardians were all married. Besides, most of the respondents (72%) in the study areas were single and almost all subject matter teachers and interviewees that confirm their shared responsibilities were married.

4.1.3. Service Years of the Respondents

The respondents replied to the questions provided about their services years in the following manner.

Table 4.3: Distribution of the Respondents Based on Work Experience

Work Experience	The Respondents							
	The Subject matter Teachers		The School administrators (deputy director and principal)		The Guardians		Total	
	No	%	No	%	No	%	No	%
1-5 years	9	43	-	-	-	-	9	36
6-10 years	8	38	-	-	1	50	9	36
11-15 years	2	10	2	100	-	-	4	16
> 16 years	2	10	-	-	1	50	3	12
Total	21	100	2	100	2	100	25	100

As shown in Table 4, the work experiences of the respondents included hired subject matter teachers, guardians, school deputy director and principal. Among the subject matter teachers respondents, 9(43%) of them had the work experiences that ranged 1 to 5 years while the rest 8(38%) and 2(10%) were with the work experiences that ranged from 6 to 10 and 11 to 15 years respectively. In the case of administrators, both were with the work experiences of 11 to 15 years. Out of the two guardians, one has work experience greater than 16 years. This implies that more than 64% of the respondents had more than 5 years work experiences while the rest had

less or equal to 5 years. As can be noticed from table 4, long years experience of the respondents might have helped to enrich the study in an attempt to investigate the issues under study.

Table 4.4: Teachers Responses on Factors Affecting the Academic Performance of Students

No	Items	Rating scales										X	SD
		Strongly Agree (4)		Agree (3)		Disagree (2)		Strongly Disagree (1)		Total			
		F	%	F	%	F	%	F	%	F	%		
1	Orphan students have low interest toward learning	8	38	6	29	4	19	3	14	21	100	2.9	1.0
2	Absence of tutorial class after school and on Saturday	7	33	7	33	5	24	2	10	21	100	2.9	1.0
3	Disciplinary problem of students in the class	9	43	3	14	5	24	4	19	21	100	2.8	1.1
4	Teachers are not interested in assessing and providing feedback to orphan students' academic activities	3	38	4	19	4	19	5	24	21	100	2.7	1.1
5	Poor teaching methodology of teachers	3	14	3	14	7	33	8	38	21	100	2.0	1.0
6	Discrimination by community students and subject matter teachers	4	19	2	10	8	38	7	33	21	100	2.1	1.0

X= mean, SD= Standard deviation, F = frequency

As can be noticed from Table 4.4, it included the major factors affecting the academic performance of orphan students in Selam Number 2 Primary School. Depicted on item 1 was about how the interest of orphan students toward their learning was in the school. Accordingly, 8(38%) of the respondents strongly agreed that the orphan students did do not their home works, class works on proper time and they even disturbed while the teachers were teaching inside the class rooms. Hence, the students' lack of interest in their learning were found out to be among the major factors affecting the academic performance of these students. In a similar fashion, 6(29%)

of the teacher respondents agreed that orphan students showed hostility towards their learning. In addition to that, the mean value (2.9) was around the point of 'agrees'; whereas 4(19%) and 3(14%) of the respondents rated disagree and strongly disagree respectively, the response indicated only a few students were interested in their learning.

In item 2, 7(33%) of the respondents revealed that there were no sufficient tutorial classes in the school. In addition to that, the mean value (2.9) was around the point of agrees. From this, one could deduce that there was no arranged or organized tutorial support for the students in the school. According to the interview made with the guardians and principal, it was found out that misbehaviors and absence of tutorial class were among the serious issues that availed in this school that might have affected the academic performances of the orphan students.

The mean value 2.8 on item three shows that teachers agreed that orphan students had disciplinary problems in the school. Consequently, this might have led the students to have poor academic achievements. Similarly, on item number four, 8(38%) and 4(19%) of the respondents strongly agreed and agreed that most of the teachers were disinterested in accessing the daily performance of students and providing immediate feedbacks to the students' weaknesses and strengths respectively. The mean value was 2.7 and it was around the point of 'agree'. As can be observed from these responses, it is clear that the teachers disinterest in teaching might have led the students to have poor academic performances and thus this could be categorized under the major academic factors that students' academic performances in the given school.

As indicated in item 5 of table 5, the item was raised whether teachers' teaching methodology influenced the students' academic performance in the school or not. Hence, 6 (28%) of the respondents examined that poor teaching methodology was being conducted inside class which negatively might have affected the students' academic achievement. On the other hand, 7(33%) and 8(38%) of teachers have disagreed and strongly disagreed that teachers teaching methodology had least impact on poor academic performance respectively.

In addition to that, the mean value equals to (2.0) and it was around the point of disagree. When the administrators of the school were interviewed, they revealed that effort made by the teachers

to use various teaching methods was average. The responses showed that the teachers had somewhat awareness about the utilization of various teaching methods. Emphasizing this, Onasanya (2004: 132-133) explains that when good teaching methods are used by teachers, they can make students' attitude more positive, encourage their motivation, demonstrate associate factors and ideas, high light specific topic and concepts. The last item examined the extent to which discrimination had impact on the academic performance or not. Thus, 8(38%) and 7(33%) of the respondents were rated that discrimination among the students themselves or between the students and teachers was not that much serious factor in this school respectively. In relation to that, the mean (2.1) was around the point of disagree.

Based on the given responses, therefore, one could realize that discrimination among community, students, teachers and orphan students was a minor factors in this school. Moreover, from the above analysis, someone could understand that low interest, absence of tutorial class, disciplinary problem and lack of continuous assessment were among the major factors that might have affected the student's academic performance while the rest had minor impacts.

Table 4.5: Orphan Students Responses about the Major factors affecting the Academic Performance of the Orphan students in Selam Number Two Primary School

No	Item	Rating scales												X	SD
		Very high (5)		High (4)		Moderate (3)		Low (2)		Very Low (1)		Total			
		F	%	F	%	F	%	F	%	F	%	F	%		
1	Inappropriate designs of textbooks	6	16.7	7	19.4	10	27.8	7	19.4	6	16.7	36	100	3	1.3
2	Teacher's failure to provide supportive guideline. Eg. Feedback, assignment	10	27.8	8	22.2	7	19.4	7	19.4	4	11.1	36	100	3.4	1.3
3	Teachers inability to handle class room discipline	9	25	8	22.2	9	25	7	19.4	3	8.3	36	100	3.4	1.3
4	Teachers failure to discuss with guardian of orphan students about academic problems of these students	12	33.3	8	22.27	7	19.4	6	16.7	3	8.3	36	100	3.6	1.3
5	Lack of availability of library, laboratory and pedagogical center rooms in this school	7	19.4	9	25	11	30.6	7	19.4	2	5.6	6	100	3.3	1.2
6	Large number of students in one class hampered effective communication	5	13.9	8	22.2	10	27.8	6	16.7	7	19.4	36	100	2.9	1.3
7	Lack of study with their peers after school	9	25	7	19.4	10	27.8	6	16.7	4	11.1	36	100	3.3	1.3

Regarding the orphan students' attitudes toward the major factors affecting the academic performance of the orphan students illustrated in the above table 4.5. In relation to that, 6(16.7%) and 7(19.4%) of the respondents examined that the relevance of text books to the level of the students was very high and high respectively. On the other hand, 10(27.8%) of the respondents replied that there was relevance of medium to the students' capacities. In addition to that, the mean value (3.0) was near to the point of moderate. Accordingly, it was obvious that the relevance of the text books to the needs and capacities of students was one of the factors in the success of teaching-learning process.

On the other hand, 7(19.4%) and 6(16.7%) of the respondents revealed that the inappropriate design of the text books with respect to the students needs and capacities was very low and low respectively. As far as item 2 of table 6 is concerned, 10(27.8%) and 8(22.2%) of the students responded that effort made by the teachers to provide supportive guidelines, feedbacks and assignment regularly was very less and less respectively. This also indicates that the teachers had low motivations towards teaching; whereas 7(19.4%) of the students responded that the teachers provide supportive guidelines in class. In addition to that, the mean value (3.4) approximately closed to the point of moderate while 7(19.4%) and 4(11.1%) of the students responded that the teachers' provision of supportive mechanisms to students in class was low and very low respectively. According to the interviews conducted with the school's deputy director, therefore, the teacher's effort toward supporting students in the class was average.

In relation to the capacity of classroom management as depicted in item 3 of table 6, 9(25%) and 8 (22.2%) of the respondent replied that the teachers' inability to manage the classroom disciplines by was very high and low respectively. This shows that the effort made by the teachers was low. On the other hand, 9(25%) of the students responded that the ability to handle the classroom disciplines by the teachers was average (medium). In addition to that, the mean value (3.4) was around the point of moderate while 7(19.4%) and 3(8.3%) of respondents replied that teachers handled classroom discipline appropriately.

In item 4 of table 6, 12 (33.3%) and 8(22.2%) of the students replied that the effort made by the guardians in letting the students meet their teachers to follow up how they were behaving at school was very low and low respectively. In addition to that, the mean value (3.6) was around

the point of high. Besides, as to the interview made with principal, it was revealed that the guardians of these students had lack of awareness on how to follow up the progress of the students in the school. It can thus be inferred that the guardians' lack of necessary follow up for the orphan students could contribute to their poor academic achievements; whereas 7(19.4%) , 6(16.7%) and 3(8.3%) of the respondents answered or rated that the guardians discussed with the subject matter teachers moderately, highly and very highly respectively.

As far as item 5, 6 and 7 is concerned, their mean value results laid on the alternative moderately. From this, it was obvious that the resources, class size and peers interaction were among the factors that affected negatively the academic performance of students. As can be noticed from the document analysis or portfolio, the students' interaction with the other school community was poor.

The above table 6 showed that the responses of students regarding the major academic factors that challenged their performance in the school. Hence, as can be seen from the table, majority of the participants agreed that the mentioned items were major factor that affecting academic performance of orphan students in Selam Number Two Primary School. To investigate whether subject matter teachers are used good teaching methods or not, questions were posed and responses were presented as follow in table 7 below.

Table 4.6: Respondents of Subject Matter Teachers on using Different Teaching Methods to Minimize Academic Problem of the Orphan Students

No	Item	Rating scales										X	SD
		Use always (4)		Use sometime (3)		Use rarely (2)		Not use at all (1)		Total			
		F	%	F	%	F	%	F	%	F	%		
1	The whole group discussion	7	33.3	8	38.1	4	19.1	2	9.5	21	100	2.9	1.0
2	Think pair share or buzz group discussion	5	23.8	5	23.8	8	38.1	3	14.3	21	100	2.6	1.0
3	Teacher center method	2	9.5	9	42.9	7	33.3	3	14.3	21	100	2.5	0.8
4	Problem solving method	6	31.6	8	42.1	5	26.3	2	9.5	21	100	2.9	0.9
5	Role played method	3	14.3	6	30	3	15	9	42.9	21	100	2.1	1.1
6	Student center method	3	5.3	7	36.8	5	26.3	6	31.6	21	100	2.3	0.9

X= mean, SD= Standard Deviation, F= frequency

As indicated in both items 1 and 2 of table 4.6, the implementation of whole and buzz group discussions by the teachers in the school was examined. Hence, as indicated in item 1 of table 7, 7(33.7%) and 8(38.1%) of the respondents replied that the teachers used the whole group discussion always and sometimes respectively; whereas 4(19.1%) and 2(9.5%) of the respondents revealed that teachers use whole group discussion rarely and not at all respectively. On the other, in item two of table 7, 7(33.7%) and 8(38.1%) of the respondents replied that teachers used the whole group discussion always and sometimes respectively. However, 4(19.1%) and 2(9.5%) of the respondents revealed that teachers used whole group discussion rarely and not at all respectively. On the other hand, in item two of table 4.6, equal proportion 5(23.8%) of the respondent replied that teachers used always and sometimes; whereas 8(38.1%) and 3(14.3%) of the respondents depicted that the teachers employed think share pair method rarely and not at all respectively. In relation to this, as shown in item 1 and 2,it resulted in the mean value 2.9 and 2.6 respectively pointing on the alternative "use sometimes". In this regard, the teachers lacked interest in using whole and buzz group discussion inside classroom.

As shown above in item 3 of table 4.6, the teachers were asked about the implementation of teacher center method in this school. Hence, 2(9.5%) and 9(42.9%) of the respondents replied that teacher center method was carried out in class always and sometimes respectively while 7(33.3%) and 3(14.3%) of the respondents responded that teacher center method was carried out rarely and not carried out at all respectively. Regarding item 4, 6(31.6%) and 8(42.1%) of the participants responded that the teachers applied problem solving method always and sometimes in the class respectively. In addition, the mean value (2.9) was around the point of alternatives "sometimes use"

By implication, the effort made by the teachers to use problem solving methods in the class was medium. As indicated in table 4.6, item 5 and 6 was about the implementation of role play and student center methods by the teachers in the school. Majority of the participants answered that the implementation of the two methods was very low in the school. Furthermore, the mean value of the two items were 2.1 and 2.3 respectively, which were around the point of "use rarely". According to data obtained from respondents through the open-ended items and interview, the

teachers' implementation of techniques of the teaching method in the school as whole was average.

In general, according to the above results regarding the teachers methods, more emphasis was given to the theoretical part than the practical activities. But according to Killen (2003), in the application of competence based teaching, first and foremost learning by doing (delivery) has to be more industry focused.

Table 4.7: Orphan Students Responses about Facilitating Mechanism of Teaching- learning Process in Class

No	Item	Rating scales												X	SD
		Very high (5)		High (4)		Moderate (3)		Low (2)		Very Low (1)		Total			
		F	%	F	%	F	%	F	%	F	%	F	%		
1	Teachers correct students class and home work in the class regularly	3	8.3	5	13.9	4	11.1	14	38.9	10	27.8	36	100	2.4	1.0
2	Guardians provide reinforcement while you have scored good result academically	3	8.3	6	16.7	5	13.9	7	19.4	15	41.7	36	100	2.3	1.4
3	Students are doing properly their home work, class work and given assignment	8	22.2	7	19.4	3	8.3	5	13.9	13	36.1	36	100	2.8	1.4
4	Teachers regularly provide comments on students home and class works	4	11.1	2	5.6	9	25	10	27.8	11	30.6	36	100	2.4	1.2
5	School principal and deputy director frequently assess the problem of teachers in using instructional media and provide immediate feed back	4	16.1	3	8.3	6	16.7	10	27.8	13	36.1	36	100	2.3	1.3
6	Home room teachers prepared effective and flexible class room rule and regulation with the students	4	11.1	2	5.6	7	19.4	9	25	14	38.9	36	100	2.3	1.4

X= mean, SD= Standard Deviation, F= frequency

Table 4.7 refers to the mechanism that facilitates the teaching learning process and individualized learning. According to the above table 8 item 1, the respondents were requested to reply for the question how the teachers checked and controlled the students' home works and class works. Consequently, small number of sample the respondents, 3(8.3%) and 5(13.9%) of

the students strongly agreed and agreed that the teachers' follow up was constructive. In addition, the mean value (2.4) was around the point of "disagree"; whereas 4(11.1%) and 14(38.9%) of students moderately agreed and disagreed respectively regarding the teachers' correction regularly. In the same row, 10(27.8%) of the respondents never agreed on the teachers' regular corrections of the students' home works, class works and assignments. From these responses, one could infer that the teachers did not provide corrections for the students' classroom tasks frequently. Regarding this, in item 4, the mean value (2.4) was around the point on "disagree". From this, one could realize the effort that teachers made to provide feedbacks and comments on the students' home works, class works and assignments regularly was poor. According to the interview made with principal and deputy director, the teachers showed lack of interest in correcting and providing feedback for students' assignment, home and class works regularly.

Item 2 of table 4.7 above refers to the contribution of reinforcement to good academic achievement. In relation to that, 8.9% and 16.7% of the respondents believed that reward could encourage academic competency. But 5(13.9%) and 7(19.4%) of the respondents moderately agreed and disagreed about the guardians' the provision of reinforcement in the village respectively; whereas 15(41.7%) of the respondents in the same row replied that no reinforcement was provide by the guardians in the village. From this response, the effort made by the guardians to provide reinforcement in the village was low. As shown above in table 8, item 3 requested whether the students did their assignments, home works and class works properly on the right time or not. Regarding to this, the mean value (2.8) was around the point of "moderately agree". From this response the student's participation in doing their assignment, home and class work was low.

As shown in item 5 of table4.7 above, the respondents were requested to reply for the question how the school administrators assessed the implementation of instructional material by the teachers and how they provided immediate feedback to the teachers about the utilization of it. In relation to that, 4(11.1%) and 2(5.6%) of the respondents strongly agreed and agreed respectively that the effort of the school principal and deputy director supervised the teachers once a month and provided immediate feedback to the teachers after class. Emphasizing this, Alonso et.al

(2008:128) explain that the learning process is optimized when it is assisted and personalized through the use of appropriate aids. On the other hand, 6(16.7%) and 10(27.8%) of the respondents moderately agreed and disagreed respectively on the capacities of the school administrators in carrying out assessment and commenting on the teachers' utilization of instructional media. Whereas the last item, 13(36.1%) of the respondents strongly disagreed on the frequent assessing and supportive feedback of the administrators to the teachers' utilization of instructional materials in class. In addition to that, the mean value (2.3) was around the point of "disagree". From this, one could deduce that the system of the school administrators to assess and provide feedback was very weak which is one of the major academic challenge.

The last item in table 4.7, the respondents were requested to reply whether home room teachers prepared a classroom rules for every class for their students at the beginning of the academic year or not. In this row, majority of the respondents revealed that the teachers did not prepare classroom rules. In addition to that, the mean value (2.3) was around the point of "disagree". Based on this, one could infer that the formulation of classroom rules in the school by the homeroom teachers was very low. From the above analysis, the teaching learning facilitating mechanism as a whole in this school was low.

Table 4.8: Subject Matter Teachers' Responses to the Possible Causes for the Major Academic Factors in this School

No	Items	Rating scales									
		1		2		3		4		Total	
		No	%	No	%	No	%	No	%	No	%
1	Grief due to their parents' death	13	61.9	4	19	3	14.3	1	4.8	21	100
2	Low career structure of teachers salary	12	57.1	5	23.8	2	9.5	2	9.5	21	100
3	Lack of availability of school resources	5	23.8	6	28.6	4	19	6	28.6	21	100
4	Lack of cooperative making school rules	8	38	5	23.8	3	14.3	5	23.8	21	100
5	Low perception of society about orphan students	7	33.3	8	38	4	19	2	9.5	21	100

Key 1= Major cause, 2= Minor cause, 3= somewhat cause, 4= Never cause

In table 4.8 the respondents were asked whether the major factors affecting the academic performance of orphan students in this school had causes or not. As can be seen from table4.8 item 1 above, 13(61.9%) of respondents replied that the orphan students felt bitterly disappointed as a result of their parents' death and 4(19%) of the respondents believed that the orphan students' sadness was the major causes for the major academic performances. Nevertheless, 14.3% and 4.8% of the respondents confirmed that their parents' death be somewhat caused and never be a cause for the poor academic performance respectively.

On the other hand, item number 2 of table 4.8, 12(57.1%) and 5(23.8%) of the respondent replied that low career structure of the teachers' salary was the major cause and minor cause as the major factors affecting the academic performance of the students respectively; whereas 4% of respondents replied that low career structure of the teachers' salary was somewhat cause or never be a cause for the poor academic performance of the students . This implies that salary structure limited teacher's motivation in teaching learning process.

In item number 3 of table 4.8, 5(23.8%) and 6(28.6%) of the teachers responded that lack of availability of school resources was a major and minor causes for the poor academic performance of the students respectively. On the other hand, 4(19%) and 6(28.6%) of the respondents were revealed that shortage of availability of school resource was somewhat cause and never be a cause for the major factors that affected academic performance respectively.
In item 4 the same table, the participants were asked question to know whether both teachers and students were involved in the designing (preparation) of school rules and regulation at the beginning of the year. In relation to that, 8(3.8%) and 5(23.8%) of the respondents rated that lack of cooperative making rules and regulation was the major and minor causes respectively. This indicates that no such practice existed in this school. From the open-ended questions and interview made with principal and teachers, it was also found out that students and most teachers did not participate in the preparation of school rules and regulations.

To sum up, from the above analysis, one could possibly conclude that most items has listed above could causes as the possible major factors (that had been mentioned before in table 6) affecting the academic performance of the orphan students in the given school that. To improve

the poor academic performance of the orphan students the following questions were posed to the orphan students and the responses were presented in table 10 as follows.

Table 4.9: Orphan Students Responses about Mechanism Of Reducing Poor Academic Performance

No	Items	Rating scales									
		1		2		3		4		Total	
		No	%	No	%	No	%	No	%	No	%
1	Stake holders such as school principal, deputy director, teachers and guardians provide available teaching learning materials for students like pencils, pens, text books, exercise books	12	33.3	13	36.1	6	16.7	5	13.9	36	100
2	Teachers provide audiovisual materials (videos, films) while teaching	3	8.3	8	22.2	11	30.6	14	38.9	36	100
3	Guidance and counseling service is often given to the student community	5	13.9	12	33.3	9	25	10	27.8	36	100
4	Teachers provide a tutorial class by providing handout and work sheets	2	5.6	6	16.7	13	36.1	15	41.7	36	100

1=Strongly Agree, 2= Agree, 3= Disagree, 4= Strongly Disagree

In table 4.9 item 1, the researcher asked different stakeholders in the school whether the teacher provided teaching material or not. Accordingly, among the total respondents, 12(33.3%) and 13(36.1%) of the participants strongly agreed and agreed respectively that different stakeholders in the school provided adequate teaching learning materials for the students. From this response, one could infer lack of teaching materials were not a serious issue in contributing to the poor academic achievement of the students in this school.

On contrary, 6(16.7%) and 5 (13.9%) of the students responded that different stakeholders did not cooperatively share the teaching learning materials for the orphan students. This indicated the stakeholder in the school had no organized activity in the school and this led the students to be discouraged in teaching.

According to the item 2in the above table, the respondents requested to express their opinion whether their teachers provided audiovisual material while teaching or not. Consequently, 3(8.3%) and 8 (22.2%) of the respondents strongly agreed and agreed on the effort of teachers audiovisual implementation in the class while teaching respectively. In line with this issue, Banzon (2009) indicates that audiovisual aids not only help learners to follow teachers' presentation, but they provide support to the teachers by helping to keep, on the right track during teaching. On the other hand, 11(30.6%) and 14(38.9%) of the sampled respondents that disagreed and strongly disagreed on the effort of teachers to use audiovisual implementation in the class respectively. This implies that the majority of the teachers in the school had not implemented audiovisual material in class regularly. The fact obtained through the open- ended question and interview made with the principal and deputy director revealed that teachers need to cover vast portion as a single lesson, they refrained from using different teaching aids.

Item 3 of table 4.9 above refers to the contribution of guidance and counseling service on maintaining poor academic performance. In relation to that, 5(13.9%) and 12(33.3%) of the respondents reported that guidance and counseling services was given to students who ha misbehavior; whereas 9(25%) and 10(27.8%) depicted that the encouragement given by counselor to help students express themselves concerning their academic problem was low. This shows that effort made with the counselor to solve the problem of orphans was low. According to the interview made with the principal and guardians, some students who were frequently found cheating, disturbing or fighting inside class were only sent to the office for advice.

The last item requested the respondents whether an effective tutorial class were available or not in the school to minimize the poor academic performance of the orphan students. In connection of this 5.6% and 16.7% of the respondents replied that the teachers provided worksheets and hand out to minimize the poor academic ability; whereas 36.1% and 41.7% of the respondents replied that the effort made by the teachers to provide hand out and worksheet was very low. From this, one can deduced that minimizing of poor academic achievement of orphan students by tutorial class was low.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, summary of the major findings of the study, conclusion drawn on the basis of the findings and recommendations that are assumed to be useful in alleviating the problems related to major factors that affecting academic performance of orphan students in Selam number two primary school of Addis Ababa city were discussed below.

5.1. Summary of the Findings

The main purpose of this study was to find out (investigate) the major factors that affecting orphan students' academic performance in Selam Number 2 primary School of Addis Ababa.
In order to attain the objectives, the following basic research questions were raised and answered in the course of the study.

1. What are the major factors that influence the academic performance of orphan students in Selam number two primary school?
2. What are the causes for the major problems that encountered academic performance of orphans in the proposed school?
3. What are the possible methods that measure to improve the major problems of academic performance of orphans in Selam number 2 primary school?

To deal with those questions descriptive survey design was employed. The main instruments of data collection were questionnaires, interviews and document analysis. The subject of the study was, 21 teachers, 36 students, 2 guardians and 2, administrators. These subjects were selected using simple random sampling and purposive sampling techniques.

The data collected through questionnaire and document analysis were analyzed using percentage frequency, mean and standard deviation, while qualitative data from interview was narrated and analyzed to support the quantitative analysis.

From the analysis made, the following major findings were drawn.

Instructional method and assessment in sampled school

Regarding instructional methods, the teacher-centered method of teaching, particularly lecture method was dominantly used by the teachers compared to the learner-center method of teaching. Regarding this, Desta 2001 stated that lecture method is related to the teacher-center approach and problem solving method is related to student-center method. In addition to this, the mechanism of school principal and deputy director in supporting students, and teachers to implements student center method, appropriate teaching aids and manage disciplinary problem in the class was poor. The study found out that orphan students were disappointed at the result of their parent death or lost. Besides guardians effort to know about their orphan children progress and follow up, how they are behaving at school by consulting with teachers was weak.

Concerning the instructional materials used by the teachers the findings indicates that the large proportion of the teachers admitted that they used rarely and few ones were not used. The result of the interviews held with the school principal indicated that due to lack of interest teacher's commitment and self-initiation was low in using and manipulating instructional materials. To strengthen this, Heinich et al (1996) stated that inadequacy instructional media affect the academic performance negatively.

Regarding assessment, relation to this it is believed that effective assessment and feedback motivate and help students become more independent learners, the study find out that there were no effective assessment and feed back in the sampled school. In addition to this class room interaction cannot be successful without the involvement and passive participation of students. Pertaining to this the study find out that there were poor involvement, participation of students in the class room interaction, because teachers used, whole group discussion, talk and chalk method and unclear task. According to Shamim 2007 feedback and assessment helps for both learners and teachers to identify the area were for their work to dispel misconceptions.

Disciplinary problem and stakeholder interaction

With respect to disciplinary problems as indicated by most respondents there were disciplinary problems in the school, like ignoring rules, disrupting others, show disinterest toward learning, as a whole, failing to complete their assignment class and home works, and conflict among students. Student's misbehavior was contributed a lot for teachers, lack assessment and absence

of feedback on their class room activities. More Over the effort made by the school discipline committee and village counselor to solve student's personal and academic problem was weak and seemed to focus only curative measure. As well as the role of stakeholders (teachers, administrators, guardians and village managers...) working with cooperatively to facilitate teaching learning process was not as expected.

Concerning with school rule and regulation:

Regarding the formulation of school rule and regulation majority of the respondents replied that, the school rule and regulation carried out only by principal and deputy director. Students, teachers and parents teacher association did not involve in the preparation of school rule and regulation at the beginning of the academic year. As well as, home room teachers did not formulate class room rule and regulation. Thus students did not have well awareness about the class room rule.

Lack of adequate school resources

According to ministry of education (MOE, 200:18) schools facilities including water, latrines, clinic, Library, Laboratory, pedagogical center... should be provided to bring improvement in schools. These materials acquired to be proportional to the number of students and teachers in the schools. However, the lack of adequate resources in the sampled school, findings show that the facilities were very low. That is:

- The library did not provide satisfactory services for students.
- The pedagogical center was without function
- Laboratory seemed existing, but not functioning in reality.
- The study findings text book and exercise books distribution for students was not sufficient.
- The latrine did not build up separately female and male students. Lack of reward for good performance of students (role model students).

5.2. Conclusions

Based on the major findings of the study the following conclusions were drawn.

1. Studies show that teachers who have had methodology courses perform better than those who have had none (Reece; 1994). Because they used Varity and appropriate teaching methods. Most teachers in the sampled primary school were not dedicated to use various method of teaching and to help students. They dominantly used teacher centered methods of teaching compared to more diversified constructive methods of teaching. Hence one can safely conclude that teachers were not using appropriate methodologies in the class. This could obvious lead to the development of passiveness, lack of self-learning, disinterest in teaching and aggravate behavior developed exposed to low academic achievement.
2. In the sampled school there were weak assessment of student's activities but rarely feedback were given by the teachers mainly because of student's disruptive behavior, failing to complete their homework, class work and assignments. During interview the administrates said that poor assessment techniques of teachers encourage the carelessness students towards learning.
3. Handling system of students' discipline problem by school administrators, teachers and discipline committee seemed to focus only on the corrective measures rather than preventive measures and lack of cooperative making rule and regulation with students and teachers. These curative measures and lack of cooperative making rule and regulation alone do not bring a desirable change on students' academic performance.
4. In maintaining student's discipline, the contribution of guidance and counseling service by guardians and teachers is indispensable. However guardians and teachers were disappointed due to student's disruptive and aggressive behavior. They also failed to cooperate with each other's. In this respect, it is possible to conclude that improvement of student's low academic achievement without cooperative and efficient guidance and counseling service is difficult. In this respect, Kete and Lorraine 1994 explained that guidance and counseling as a way of interaction in valuable to overcome students deep-seated academic performance in their studies.

5. From the findings, one conclude that there were lack of provision of necessary facilities and supports from concerned bodies (stakeholder) which could have been used to overcome some of the problems in the sampled school.

Based on the collected data from respondents through questionnaires, interview and available documents, poor methodology, lack of cooperative rule making, shortage of facilities, disciplinary problems, were the major factors which negatively influenced students' academic performance. In addition to this, the characteristics and back ground of the respondents help for the researcher to obtained relevant and precise information.

5.3. Recommendations

In light of the findings, the following recommendations were forwarded.

1. Major student's discipline problems were cheating, disobedience, ignoring school rules, disinteresting toward teaching etc.

To minimize:

1.1. Promote self-control system among students by using different motivation mechanism. Such as provision of reward for those good performing and well behaving students, giving responsibility for students in the class room and participate in different clubs.

1.2. Participatory school rule and regulation formation. Teachers should involve their students in class room decision making procedures and in setting class room rule and regulation, help students to be responsible and accountable in their school affairs.

1.3. For the development of self-academic achievement, desirable manner and to create conducive environment for the teaching learning process, all concerned bodies including teachers, school administrators and guardians need to develop sense of accountability and responsibilities.

2. Ineffective guidance and counseling service do not have considerable contribution in maintaining student's discipline in the school. To make those services effective and efficient: Administrators, teachers, students and guardians should work cooperatively starting from the beginning of school year.
3. Students with discipline problems were more interested when teachers were exposed to wide varieties of teaching methods. Such as, to show their enthusiasm in teaching and helping students and promote active learning techniques (Lecture with discussion, student center methods, problem solving method etc) by giving feedback and correction in the class room.
4. The researcher findings indicated that the school principal, vice director and guardians support for teachers were found to be low. Therefore, school principal, vice- principal and village guardians should provide professional support and assist teachers for the development of orphan student's low academic achievements.
5. School administrative staff and village managers should consider the problem of teachers; orphan students and guardians regarding the teaching learning process

encourage conducting action research, which enable them to come up with both preventive and curative measures and solution.

6. In the study area, school facilities were found to be very low and there were shortage of text books, exercise books, problem of library, laboratory and pedagogical center etc. hence managers and the responsibility authorities have to mobilize to the local community and other non- governmental organizations to obtain funds that would enables the school to support the necessary materials.

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Appendix A

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Dear respondents

The purpose of this questionnaire is to collect part of the data for an MA study titled. "Factors Affecting the Academic Performance of Orphan Students in Selam Number two Primary School. The success of this study, thus, depends on frankness of your responses. The researcher would like to assure you that your responses will be kept strictly confidential. Since you are not required to write your name, please be assured that your anonymity will be maintained.

Thank you for your time

Mekuria Legesse Teshome

Part I: personal background of information please put tick mark (✓) for item number I.

1. Sex

   A. female ☐ B. Male ☐

2. Age _____

   A. 6-10 ☐ B. 11-18 ☐ C. Above 18 ☐

3. Grade level _____

Part II. Information on the major factors that affecting the academic performance of students in the class.

4. The following are factors that are believed to affect academic performance of students in the class and out of the class. Please indicate your belief regarding the contribution of each items by writing a tick mark (✓) across each item.
5. Please note that 5= very high; 4= high; 3= somewhat high; 2= low; 1= Very low

No	Factors that affecting academic performance of students	Rating scales				
		5	4	3	2	1
4.1	Teachers failure to provide supportive guideline e.g. feedback, assignment					
4.2	In appropriate designed of text books					
4.3	Teacher's inability to handle class room discipline.					
4.4	Teachers failure discuss with guardian of orphan students about academic problems of these students					
4.5	Lack of availability of library, laboratory and pedagogical center rooms in the school.					
4.6	Large number of students in one class hampered effective communication					
4.7	Lack of discussion after school wither peers					

4.8. If any other factors please specify. _____

Part III. Issues concerning with teaching –learning process in the class room

5. The following are some elements that facilities the teaching leavening process in the class. Please rate your response regarding to the contribution of each item by writing a tick mark (✓) across each item. Please note that 5= strongly agree; 4= agree; 3= disagree; 2= moderately agree 1= strongly disagree.

No	Mechanisms to facilitate the teaching learning process in the class	Rating scales				
		5	4	3	2	1
5.1	Teachers correct students class work and home work in the class regularly					
5.2	Guardians provide reinforcement while you have scored good result academically					
5.3	Students are doing properly their home work, class work and assignment regularly					
5.4	Teachers regularly provide comments on students home and class work					

5.5	School principal or deputy director frequently assesses the problems of teachers in using instructional median and provide immediate feed back					
5.6	Home room teachers prepared effective and flexible class room rule and regulation associate with students in that class room.					
5.7	Teachers use appropriate teaching method (example student center method, group discussion method).					

5.8. Other (if any please specify) _____

Part IV. Information on the mechanism of reducing poor (improving) academic performances.

6. The following are mechanism to improve academic problems of students. For iteming in the table below, please indicate your level of agreement by putting a tick mark (✓) across each statement. Note that 4= strongly agree; 3= agree; 2= disagree; 1= strongly disagree.

No	Items	Rating scales			
		4	3	2	1
6.1	Teachers provide audiovisual materials (videos films) while teaching				
6.2	Teachers provide a tutorial class by preparing hand out and work sheets				
6.3	Guidance and counseling service is often given to the student community				
6.4	Stake holders such as school principal deputy director, teachers and guardians provide available teaching learning materials for students like pencil pan, exercise, text, bag…..				

7. Community attitudes toward orphan students are;

a. Positive ☐ b. Negative ☐ c. other _____

8. If you fail in exam, what will your guardians do?

A. Encourage to study with my friends

B. Consult with subject matter teachers

C. Giving warning to study hard

D. provide a tutorial class

E. other (please specify) _____

9. Open –ended questions help for the close ended responses.

9.1. General perception of respondents about the problems and recommended mechanism of the problem

A. Is the real significant difference in academic achievement among your students?

B. What measure of should be taken by the teachers or guardians to overcome the problem observed in the class that affect academic performance mention at least four._____

C. According to your attitudes what are the major causes for poor academic performance of orphan students? Write at least three:

_____

_____

D. What solution do you suggest to control the problems that you have identified on the above question letter C? _____

Appendix B

Addis Ababa University

College of education and behavioral studies

Department of educational planning and management

Dear respondents

The purpose of this questionnaire is to collect part of the data for an MA study titled. "Factors Affecting the Academic Performance of Orphan Students in Selam Number two Primary School. The success of this study, thus, depends on frankness of your responses. The researcher would like to assure you that your responses will be kept strictly confidential. Since you are not required to write your name, please be assured that your anonymity will be maintained.

Thank you for your time

Mekuria Legesse Teshome

Part I: Personal background information

1. Sex _____

2. Educational level (qualification)

   A. Diploma ☐

   B. BA/BSC ☐

   C. MA/MSC ☐

   D. Other _____

3. Work experience (service years)

   A. 1-5 ☐ B. 6-10 ☐ C. 11-20 ☐ D. above 21 ☐

4. Age A. 18-25 ☐ B. 25-35 ☐ C. above 36 ☐

5. Marital status

   A. Single ☐ B. Married ☐ C. Divorced ☐ D. Widowed ☐

6. Your responsibility in the school in addition to teaching

A. Unit leader ☐ B. department head ☐ other _____

Part II issues related to the concept and the perception of orphans

7. How do you define orphans based on your school context?

A. Clearly ☐ B. unclearly ☐ C. not sure ☐

8. What is your perception toward orphan students in your school?

A. Positive ☐

B. Negative ☐

C. Neither positive nor negative ☐

9. Is an orphan by itself cause poor academic achievement?

A. Yes ☐ B. No ☐

Part III the following are factors that believed to affecting the academic performance in the classes rate the extent to which you agree or disagree with statements given in the table below regarding the problems in your class or schools by putting "X" in column of your choice. 1= completely disagree; 2 = disagree; 3= agree; 4 somewhat agree; 5= strongly disagree

10	Some major factors affecting academic performance of orphan students	Choice			
		4	3	2	1
10.1	Orphan students have low interest toward learning				
10.2	Absence of tutorial class after school and on Saturday				
10.3	Teachers are disinteresting in assessing and feed back to those students.				
10.4	Disciplinary problem of students in the class				
10.5	Discrimination by community students and subject matter teachers.				
10.6	Poor teaching methodology				

11. The following items are the perceived causes for major factors that affecting academic performance of orphans

Please rate your response regarding to the contribution of each item by writing a tick mark ( ) across each item. Please note that 4= Major cause; 3= minor cause; 2= somewhat cause; 1 = never because

No	Possible causes for the major academic factors	Choice			
		4	3	2	1
11.1	Grief due to their parent death				
11.2	Low career structure of teachers salary				
11.3	Lack of availability of school resource				
11.4	Lack of cooperative making school role				
11.5	Low perception of society about orphans				

Part IV How of teachers does use the following techniques while teaching. Please rate the extent to which you use each of the techniques given in the table below by writing tick ( ) mark across each item please note that 1= not used at all: 2= rarely used; 3= sometime use; 4= always used.

12	Items	Choice			
12.1	The whole group discussion	4	3	2	1
12.2	Think pair share				
12.3	Teacher center method				
12.4	Problem solving method				
12.5	Buzz group discussion				
12.6	Student center method				

12.7. Other (if any please mentions _____)

13. If your best answer is "12.6" in the above does your class size conductive for implementation of student center learning method?

A. Yes ☐ B. No ☐ C. other _____

14. Open-ended questions to support the response of closed ended responses.

A. Explain shortly about the situation of orphan students' academic performance based on the following question.

14.1. What is the perception of orphan students toward community? Why?

_____

14.2. What do you think of the academic performance of orphan students? _____

B. General opinion of respondents about the problem and recommended solution of the problem.

14.3. What are the major organizational and managerial problems encountering the success of orphan student's academic performance in this school?

_____

_____

_____

_____

14.4. What do you recommend in tackling the problem that you have identified on the above question number 14.3?

_____

_____

_____

Appendix C

Addis Ababa University

College of education and behavioral studies

Department of educational planning and management

Interview guide to be filed by principal and depute director

Dear respondents

The purpose of this questionnaire is to collect part of the data for an MA study titled. "Factors Affecting the Academic Performance of Orphan Students in Selam Number two Primary School. The success of this study, thus, depends on frankness of your responses. The researcher would like to assure you that your responses will be kept strictly confidential. Since you are not required to write your name, please be assured that your anonymity will be maintained.

Thank you for your time

Mekuria Legesse Teshome

Part I personal back ground information

1. Code number of the respondent _____
2. Sex A. Male ☐ B. Female ☐
3. Age. _____
4. Years of services A. 1-5 ☐ B. 6-10 ☐ C. above 11 ☐
5. Marital status

A. Married ☐ B. single ☐ C. divorce ☐ D. widowed ☐

Part II interview questions

1. What are the criteria of recruiting orphan children for the school?

_____

_____

_____

2. Do you think that the school has clear rules and regulation to encourage students' and teachers' participation?

3. Do you believe the Library fulfils the students needs?

4. What do you think of the reason for poor academic performance of orphan students?

5. Can you tell me what measures that the school is taking to solve the problem? If yes what are the measured action?

6. Can you tell me your roles in contributing to the orphan to become competent in their academic achievement?

7. How do you evaluate the present interaction of teachers and these students in the school?

8. What do you recommended in alleviating the academic problem of these orphans?

Appendixes D

Document Analysis

Checklist for document gathering to a factor that affecting academic performance of orphan students in selam number two primary school

1. Document available in the school files or port folio of orphan students

- feed back on students assignment
- Decision made by guardians, teachers and school administrators to gathers or individuals.
- Files from librarians wetter those students borrow reference text or not guarantee with their identify card to read in their village.

Appendix A

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

የትምህርት ጥናትና ምርምር ተቋም

በተማሪዎች የሚሞላ መጠይቅ

መመሪያ:-የዚህ መጠይቅ አላማ በሰላም ቁጥር ሁለት የመጀመሪያ ደረጃ ት/ቤት ውስጥ ለሚገኙ ወላጅ አልባ ተማሪዎች ደካማ የቀለም ትምህርት አቀባበል መንስኤ የሆኑ ነገሮችን በመመርመር ለይቶ ለማውጣትና መፍትሄ ለመስጠት ያግዛል ተብሎ የተዘጋጀ ነው::

የጥናቱን አላማ ከግብ ለማድረስ እናንተ በትክክልና በቀናነት የምትሰጡት መልስ ወሳኝ ነው:: የምትሰጡት መረጃ ሚስጥራዊነቱ የተጠበቀ ነው::

ጊዜያችሁን መስዋት አድርጋችሁ መጠይቁን ለመሙላት ስለተባበራችሁኝ በቅድሚያ አመሰግናለሁ::

መኩሪያ ለገሰ

ክፍል: አንድ አጠቃላይ መረጃ

1. እድሜ ----------
2. ፆታ ----------
3. የክፍል ደረጃ----------
4. ወረዳ----------

ክፍል ሁለት:- ከዚህ በታች በት/ቤት ውስጥ ለዝቅተኛ የቀለም ትምህርት አቀባበል ዋና መንስኤ ይሆናሉ ተብለው የሚገመቱ ነገሮች ተዘርዝረዋል:: በእናንተ ት/ቤት ውስጥ የእያንዳንዱ ተግባር መጠን የቱን ያህል እንደሆነ በምትስማሙበት አማራጭ ስር የራይት /✓/ ምልክት በማድረግ መልስ ስጡ:: የስምምነት ደረጃ 5= በጣም ከፍተኛ 4= ከፍተኛ 3= በመጠኑ 2= ዝቅተኛ 1= በጣም ዝቅተኛ

5	ዋናዋና መንስኤዎች	የስምምነት ደረጃዎች				
		5	4	3	2	1
5.1.	የሚያስተምሩ መምህራን ተገቢውን ክትትልና ምዘና ማድረግ አለመቻል ምሳሌ: የቤትና የክፍል ስራን እርማት እና አስተያየት አለመስጠት					
5.2	የመማሪያ መጽሀፍ አዘገጃጀት ከተማሪው አቅምና ችሎታ ጋር አለመጣጣም					
5.3	መምህራን ሲያስተምሩ የክፍሉን ስነስርዓት በተገቢው ሁኔታ መምራትና መቆጣጠር አለመቻል					
5.4	መምህራን ከተማሪ ወላጅ/አሳዳጊ/ ጋር በመገናኘት ስለተማሪዎቹ ወቅታዊ የትምህርት አቀባበ ሁኔታ አለመነጋገር /አለመወያየት/					
5.5	በትምህርት ቤት በቂ የቤተመፅሀፍት፣ የቤተ ሙከራና የስነ ትምህርት ማዕከል አለመኖር::					
5.6	በአንድ ክፍል ውስጥ ብዛት ያላቸው ተማሪዎች ቁጥር መኖር					
5.7.	ተማሪዎች መደበኛው የመማር ማስተማር ሂደት ከተጠናቀቀ በኋላ በቤታቸው /በአካባያቸው/ ከአቻዎቻቸው ጋር ወይም በግላቸው አለማጥናት					

5.8. ሌላ ለትምህርት አቀባበል መቀነስ ምክንያቶች ካለይ ጥቀሱ:: ----------

ክፍል 3:-

ቀጥሎ የተዘረዘሩት ነጥቦች በት/ቤቶች ውስጥ የመማር ማስማሩ ሂደት በተማሪ የትምህርት አቀባበል ላይ ፈጣንና ውጤታማ ለውጥ ያመጣሉ ተብለው እንደ አማራጭ የተቀመጡ ዘዴዎች ናቸው:: ስለዚህ ከታች የተዘረዘሩትን በራሳችሁ አመለካከት ከተሰጡት አማራጮች ሀሳባችሁን የሚያንፀባርቁትን የጭረት /✓/ ምልክት በማስቀመጥ መልሱ:: የስምምነት ደረጃ 4= በጣም እስማማለሁ 3= እስማማለሁ 2= በከፊል እስማማለሁ 1= አልስማማም

6	ዘዴዎች	የስምምነትደረጃዎች			
		4	3	2	1
6.1.	መምህራን የሰጡትን የቤትና የክፍል ስራ ሁል ጊዜ ተገቢውን እርማት ይሰጣሉ				
6.2	ወላጆች/አሳዳጊዎች/ በትምህርታቸው ብልጫ ላመጡ ተማሪዎች የማበረታቻ ሽልማት ይሰጣሉ				
6.3	ተማሪዎች የተሰጣቸውን የቤት ስራ፣ የክፍልስራ እና አሳይመንት ሁልጊዜ በወቅቱ ይሰራሉ::				
6.4	መምህራን ሁል ጊዜ የቤትና የክፍል ስራውን እርማት ሲሰጡ የተማሪዎችን ደካማና ጠንካራ ጎን በመለየት አስተያየት ይሰጣሉ::				
6.5	የት/ቤቱ አስተዳደሮች የመርጃ መሳሪያ አጠቃቀም ችግር ያለባቸውን መምህራን በየጊዜው ክትትል በማድረግ ተገቢውን አስተያየት ይሰጣሉ::				
6.6	ስም ጠሪ መምህራን በአመቱ መጀመሪያ ላይ ከተማሪዎቹ ጋር በመሆን የት/ቤቱን ህግና ደንብ የማይፃረሩ ጊዜያዊና ውጤታማ ህግና ደንብ አውጥተው በክፍል ውስጥ ይለጥፋሉ::				
6.7.	መምህራን አሳታፊ የማስተማሪያ ዘዴን በክፍል ውስጥ ይጠቀማሉ:: /ተማሪ ተኮር፣ የቡድን ውይይት/				
6.8	የባህሪና የትምህርት አቀባበል ችግር ያለባቸውን ተማሪዎች መምህራን ለይተው የምክርና የአመራር አገልግሎት ይሰጣሉ::				

6.9. ሌላ የቀለም ትምህርትን አቀባበልን ለማሻሻል የሚጠቅሙ ዘዴዎች ካሉጥቀሱ:: ---------

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7. የአካባቢው ህብረተሰብ ለወላጅ አልባ ተማሪዎች ያለው አመለካከት

ሀ.አወንታዊ☐ ለ. አሉታዊ☐ ሐ. ሌላ ----------

8. በትምህርታችሁ ዝቅተኛ ውጤት ስታመጡ /ስትወድቁ/ አሳዳጊዎቻችሁ ምን እገዛ ያደረጉላችኋል

ሀ. ከአቻ ጓደኞቻችሁ ጋር እንድታጠኑ ማበረታታት

ለ. ከመምህራን ጋር ስለውጤቱ ይወያያሉ

ሐ. ለወደፊቱ ጠንክራችሁ እንድታጠኑ ማስጠንቀቂያ መስጠት

መ. የማጠናከሪያ ትምህርት እንድትማሩ ማበረታታት

ሠ. ውጤቱን በግዴለሽነት ማየት

ረ. ሌላ ካለ ----------

9. ትምህርታችሁን ስተከታተሉ ብዙውን ጊዜ የሚያስቸግራችሁ ምንድን ነው?

ሀ. ማጻመጥ☐ ለ. ንባብ☐ ሐ. ትርጉም☐ መ. መፃፍ☐

ሠ. ሌላ----------

10. ከላይ በተራ ቁጥር 9 ከተዘረዘሩት ውስጥ የሚያስቸግራችሁ ካለ መምህራን ይህን ችግር ያውቃሉ

ሀ. አዎን☐ ለ. አያውቁም☐

11. በእናንተ አስተያየት ደካማ የትምህርት አቀባበልን ለማሻሻል መምህራንና አሳዳጊዎች ምን ማድረግ አለባቸው ብላችሁ ታምናላችሁ በሏን ሰጡኝ ፃፉ::

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12. በእናንተ አመለካከት የወላጅ አልባ ተማሪዎች የትምህርት አቀባበል ከምን የመጣ ይመስላችኋል የተወሰኑትን ዘርዝሩ::

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13. ከላይ በተራ ቁጥር '12' ለጠቀሳችኋቸው ችግሮች የመፍትሄ ሀሳብ ይሆናሉ ብላችሁ የምትገምቷቸውን ዘርዝሩ::

Appendix B

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

የትምህርትጥናትናምርምርተቋም

በሰላም ቁጥር ሁለት የመጀመሪያ ደረጃ ት/ቤት በመምህራን የሚሞላ መጠይቅ

የዚህ መጠይቅ አላማ በሰላም ቁጥር ሁለት የመጀመሪያ ደረጃ ት/ቤት ውስጥ ለሚገኙ ወላጅ አልባ ተማሪዎች ደካማ /አነስተኛ/ የትምህርት አቀባበል ዋና መንስኤዎችን ለይቶ በማውጣትና መፍትሄ ለመስጠት ያግዛል ተብሎ የተዘጋጀ ነው:: የጥናቱን አላማ ከግብ ለማድረስ እናንተ የምትሰጡት ግልፅ መረጃ እና ቀና ትብብር ወሳኝ ነው:: የምትሰጡት መረጃ ሚስጥራዊነቱ የተጠበቀ ነው:: ስም መፃፍ አያስፈልግም::

ጊዜያችሁን መስዋት አድርጋችሁ መጠይቁን ለመመላት ስለተባበራችሁኝ በቅድሚያ አመሰግናለሁ::

መኩሪያ ለገሰ

ክፍል: አንድ አጠቃላይ መረጃ

1. ፆታ ----------
2. እድሜ ----------
3. የትምህርት ደረጃ ----------
4. ከመምህርነት ተጨማሪ ሌላ የስራ ድርሻ----------
5. የአገልግሎት ዘመን----------
6. የጋብቻ ሁኔታ ----------
7. ሌላ----------

ክፍል ሁለት:-

ከዚህበታች በት/ቤት ውስጥ ለደካማ የቀለም ትምህርት አቀባበል ምክንያቶች ይሆናሉ ተብለው የሚገመቱ ነገሮች ተዘርዝረዋል:: የእርስዎና የግልተ ሞክሮከ ግምት ውስጥ በማስገባት በእናንተ ትምህርት ቤት ውስጥ የእያንዳንዱ ችግር መጠን የቱን ያህል እንደሆነ በምትስማሙበት አማራጭ ስር የጭረት /✓/ ምልክት በማድረግ መልሱ:: የስምምነት ደረጃ 5=በጣም እስማማለሁ 4= እስማማለሁ 3=በከፊል እስማማለሁ 2= አልስማማም 1= ፍጹም አልስማማም

8	ዋናዋና መንስኤዎቹ	የሰምምነትደረጃዎች				
		5	4	3	2	1
8.1.	ወላጅ አል ባተማሪዎች ለመማር ያላቸው ፍላጎት ዝቅተኛ መሆን					
8.2	የማጠናከሪያት ምህርት በት/ቤት ውስጥ በበቂ ሁኔታ አለመስጠት					
8.3	መምህራን ለተማሪዎች ውጤት ተከታታይ ምዘና አና አስተያየት ለመስጠት ልቹ መሆን					
8.4	በክፍል ውስጥ የተማሪዎች የስነምግባር ችግር መኖር					
8.5	በመምህራንና በተማሪዎች መካከል የሚታዩ አድሎአዊ አሰራሮች መታየት					
8.6	መምህራን በክፍል ውስጥ ደካማ የማስተማሪያ ስነ-ዘዴን መጠቀም					

8.7. ሌላ ለአነስተኛ የቀለም ትምህርት አቀባበል ምክንያት ካለ ይጥቀሱ::----------

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9. ከዚህ በታች የተዘረዘሩት ከላይ በተራ ቁጥር 8 ለተዘረዘሩት መንስኤዎች መነሻ ምክንያት ይሆናሉተ ብለው የሚገመቱ ችግሮች ናቸው:: የእያንዳንዱ ችግር መጠን በእናንተ ት/ቤት ምን ያህልእንደሆነ የምትስማሙበትን አማራጭየ /✓/ ምልክት በማድረግ መልሱ::

የስምምነት ደረጃዎች 4= ዋና መንስኤ 3= ንኡስ መንስኤ 2= መካከለኛ መንስኤ 1= ፍጹም መንስኤ አይሆንም

9	ዘዴዎች	የስምምነትደረጃ			
		4	3	2	1
9.1.	ተማሪዎቹ በወላጆቻቸው ሞት ምክንያት በሀዘን መሳዳት				
9.2	የመምህራን የደመወዝ እርከን አሰራር ከወቅቱ ሁኔታ ጋር አብሮ አለመሄድ				
9.3	የትምህርት ቤቱ የገቢ ምንጭ /resource/ አነስተኛ መሆን				
9.4	የትምህርት ቤቱ ህግና ደንብ ሲዘጋጅ ተማሪዎቹን ያላሳተፈ አለመሆን				
9.5	ህብረተሰቡ ለወላጅ አልባ ተማሪዎች /ህፃናት/ ያለው የተዛባ አመለካከት				

9.6. ሌላ ያልተጠቀሰ ካለ ይጥቀሱ::----------

ክፍል ሶስት:-

ከዚህ በታችየተጠቀሱት መመህራን የተማሪዎችን ደካማ የትምህርት አቀባበል ለማሻሻል የሚወስዷቸው ዘዴዎች ናቸው ተብለው የሚገመቱ ናቸው:: በእናንተ ት/ቤት የእያንዳዱ ዘዴ አተገባበር ምን ያህል እንደሆነ የእርስዎን ተሞክሮ ማከል የምትስማሙበትን አማራጭ የ /✓/ ምልክት በማድረግ ሀሳባችሁን ግለጹ:: የስምምነት ደረጃዎች 4= ሁልጊዜ 3= አንዳንድ ጊዜ 2= አልፎ አልፎ 1= በፍጹም አይተገበረም

10	ዘዴዎች	የስምምነትደረጃዎች			
		4	3	2	1
10.1.	በክፍል ውስጥ አጠቃላይ የቡድን ውይይት				
10.2	ጥንድ ጥንድ ሆነው ሀሳብ ለሀሳብ መወያየት				
10.3	መምህር ተኮር የማስተማሪያ ዘዴን መጠቀም				
10.4	ችግር ፈች የማስተማር ዘዴን መተግበር				
10.5	በ1 ለ5 የቡድን ውይይት በመደራጀት መስራት				
10.6	ተማሪ ተኮር የማስተማር ዘዴን መጠቀም				

ክፍል 4:-

ከወላጅ አልባነት ትርጉም፣ ከህብረተሰቡ ከት፣ ከመንስኤና ከመፍትሄ ሀሳቦች ጋር ተያያዥነት ያላቸው ጉዳዮች

11. ከት/ቤታችሁ ተማሪዎች አኳያ ወላጅ አልባነትን እንዴት ትገልጹታላችሁ?

ሀ. በግልፅ ለ. በከፊል ሐ. እርግጠኛአይደለንም

12. በተራ ቁጥር "11" መልሳችሁ "ሀ" ከሆነ እንዴት ታብራራታላችሁ----------

13. እናንተ በትምህርት ቤታችሁ ለወላጅ አልባ ተማሪዎች ያላችሁ አመለካከት እንዴት ነው?

ሀ. አዎንታዊ ለ. አሉታዊ ሐ. ሌላ ----------

14. ወላጅ አልባነት በራሱ ለደካማ የትምህርት አቀባበል መንስኤ ይሆናል ብለው ያምናሉ?

ሀ. አዎን ለ. አይደለም ሐ. ሌላ

15. በተራ ቁጥር "14" "መልስዎ" አዎን ከሆነ እንዴት? ----------

16. በትምህርት ቤቱ ውስጥ የወላጅ አልባ ተማሪዎች የትምህርት አቀባበል ምን ይመስላል

ሀ. ከፍተኛ ለ. ዝቅተኛ ሐ. መካከለኛ

17. ከላይ በተራ ቁጥር "16" መልሳችሁ "ለ" ከሆነ ምክንያቶቹንና የመፍትሄ ሀሳብ ይሆናሉ ብላችሁ የምታምኑባቸውን ጥቀሱ::

Appendix C

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃት ምህርት ክፍል

የትምህርትጥናትናምርምርተቋም

ከርዕሰ መምህር፣ ከምክትል ርዕሰ መምህርና ከወላጅ አልባ ተማሪ አሳዳጊዎች መረጃን ለመሰብሰብ የሚደረግ ቃል መጠይቅ::

የዚህ ጥናት አለማ በሰላም የመጀመሪያ ደረጀ ቁጥር ሁለት ት/ቤት ወላጅ አልባ ተማሪዎች አነስተኛ የቀለም ትምህርት አቀባበል እንዲኖራቸው አስተዋፅኦ ያደረገ መንስኤዎችን በመመርመር በጥናት የተደገፈ የመፍትሄ ሀሳብ ለመጠቆም ነው:: የጥናቱን አላማ ከግብ ለማድረስ እናንተ ቃለ መጠይቁን ትኩረት ሰጥታችሁ በመመለስ የምታደርጉት ቀና ትብብር ወሳኝ ነው::

የምሰጡት መረጃ ሚስጥር የሚጠበቅ በመሆኑ ነፃ ሆነው መልስ በመስጠት ጥያቄዎቹ ንእንዲመልሱ በትህትና እጠይቃለሁ::

ጊዜያችሁን መስዋት አድርጋችሁ ለቃለ መጠይቁ ስለተባበራችሁኝ አመሰግናለሁ::

መኩሪያለገሠ

ክፍል አንድ አጠቃላይ መረጃ

1. ፆታ ----------
2. እድሜ ----------
3. የትምህርት ደረጃ ----------
4. የአገልግሎት ዘመን----------
5. የጋብቻ ሁኔታ ----------

ክፍል ሁለት ቃለ መጠይቅ

6. ወላጅ የሌላቸውን ህፃናት ወደእዚህ ድርጅት ስታስገቡ የመመልመያ መስፈርታችሁ ምንድን ነው?

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7. በድርጅቱ ውስጥ የሚገኙ ወላጅ አልባ ተማሪዎች የትምህርት አቀባበል ምን ይመስላል?

8. ከተማሪዎቹ ጋር ስለትምህርት አቀባበል ሁኔታ ተወያይታችሁ ታውቃላችሁ?

9. የምትወያዩ ከሆነ ቢያንስ በወር ወይም በአንደኛ መንፈቅ አመት ስንት ጊዜ ትወያያላችሁ?

10. ችግር ያለባቸውን ተማሪዎች ለይታችሁ ልዩ እገዛ ያደረጋችሁበት ሁኔታ አለ?

11. ተማሪዎቹ በማሳደጊያው ድርጅት ውስጥ የመረዳዳትና አብሮ የማጥናት ልምድ አላቸው?

12. የሚያስፈልጋቸው የትምህርት ቁሳቁስ ሙሉ በሙሉ ተሟልቶላቸዋል ብለው ያምናሉ?

13. በትምህርት ቤቱና በማሳደጊያው ውስጥ የቤተ መጽሀፍት አገልግሎት ምን ይመስላል?

14. ታዳጊ ህፃናቱን በተመለከተ በድርጅቱ ውስጥ ግልፅና ፍትሃዊ አሰራር አለ ብለው ያምናሉ?

15. በእርስዎ አስተያየት የወላጅ አልባ ተማሪዎች የትምህርት አቀባበል ደካማ መሆን ከምን የመጣ ይመስልዎታል?

16. ከላይ በተራ ቁጥር '15' ለጠቀሳችኋቸው ችግሮች መፍትሄ ነው ብለው የሚያስቀምጡት ሀሳብ ካለ ቢገልጹልኝ?

DECLARATION

This thesis is my original work and all the sources of information for the study have been duly acknowledged. I neither presented this master thesis at home nor abroad in a format other then the research paper.

Name: Mekuria Legesse

Signature:_____ Date:_____